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ABSTRACT

The University Studies and Weekend College concept and subsequent development at Wayne State University is described in this report. The program offers courses both to the college graduate who wants further education and to the working adult who never attended college. It leads to the Bachelor of General Studies degree through Wayne State's College of Life Long Learning. Its primary innovation is conceptual: that the working adult student is basically different from the just-out-of-high-school college entrant. Three other innovations deal with the program's delivery system, curricular content, and organizational structure. Each of these areas is detailed, along with descriptions of the television planning, veterans' needs, recruitment, student services, and student opinions. Appended are (1) lists of courses for the three basic years of Social Science, Humanities, and the Science/Technology sequence; (2) a breakdown of the various conferences held during the 1975-76 year; and (3) details of a total budget for establishing a Weekend College program. (LBH)

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TO EDUCATE THE PEOPLE

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THE KEY:

An Experimental Model For Urban Higher Education For The Working Adult

OTTO FEINSTEIN
FRANK ANGELO

To Educate the People

An Experimental Model for Urban Higher Education for the Working Adult

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Wayne State University

Frank Angelo

Detroit Newspaper Editor

Center for Urban Studies

Wayne State University

Detroit, Michigan

1977

Foreword

An effort such as this book represents can be completed only with the help of large numbers of people.

We start with a salute to the hundreds of students who finally made the University Studies and Weekend College Program come alive by their presence and with an extra bow to that small but dedicated army of teachers and staff people who shared the growing pains.

For making this collaboration possible, a thank you to the Ford Foundation, to Ron Haughton for thinking about the possibility and encouraging its completion, and to Wayne State's Center for Urban Studies for underwriting the publication.

We could go on. But there are so many more who will know that not mentioning them at this point in no way diminishes our sincere gratitude for the assistance they provided in many ways.

Otto Feinstein

Frank Angelo

Detroit 1977

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Calling attention to the
Working Adult Who Never Had
A Chance for an Education

THE CHALLENGE AT HAND

This is the story of a unique experiment in American education, designed to reach the minds of working adults.

It is a document produced by Dr. Otto Feinstein, an imaginative, restless, probing educator, and Frank Angelo, a longtime newspaperman, and it spells out Feinstein's University Studies/Weekend College concept and some of its implications.

That concept, internationally acclaimed, involves a combination of some often-tried ideas with an emphasis on how the adult worker can be reached by institutions of higher learning ... to the benefit of both the institution and the adult student.

The concept is timely. It is pragmatic. It fulfills an ideal. It works.

It comes at a moment in history when higher education in the United States faces a shrinking potential in its normal post-high school constituency, simply because of changing population trends. At the same time, adult workers have been finding more and more time and resources to pursue improvement in the quality of their lives.

Clifton Wharton, president of Michigan State University, predicts that "the next two decades will witness a remarkable upsurge in life-long, mid-career education as today's new graduates continue far ahead of central statewide planners in anticipating the need for university-provided updated job skills to keep apace of the continuing explosion in job-related technology."

Feinstein goes beyond that to call attention not only to the college graduate who wants more but the working adult who never had a chance to get any.

For society, it means tapping a massive potential of experience and intellect. For universities, it means a vast new, financially-able constituency to help fill those gradually emptying classrooms.

Feinstein conceived and executed the plan at Wayne State University in Detroit.

Ronald Haughton, vice president for Urban Affairs at Wayne State, was the obstetrician in the birth of the Weekend College and the creation of the educator-newspaperman team to tell its story. It was Haughton who in 1973 urged Feinstein to put on paper his plan for a Weekend College and who was the key link between Feinstein and the university's administration during the months in which the Weekend College grew explosively.

And it was Haughton's inspiration to bring together Feinstein and Angelo because he knew that they had come to know ... and respect ... each other. Haughton felt that the particular skills in writing and communications of a newspaperman would work well in spreading the word about an academic achievement ... even to academicians.

Feinstein and Angelo agreed that it made sense and, with the help of a grant from the Ford Foundation, took on the assignment. What follows is the result of their combined efforts. Feinstein provided the ideas, the concept, the philosophy for a program and it is presented in a style with which Angelo is comfortable, the newspaperman's third-person approach. But otherwise the Feinstein-Angelo team is one in its feeling that a great challenge lies at hand for American education ... and the Weekend College concept as outlined here is one way to meet that challenge.

"The working adult is not only
a prime prospect as a student
but an invaluable ally for the
university ... and its survival."

TOWARDS A NEW CONSTITUENCY

"In today's society, people have to know to partcipate. They have to be able to integrate new ideas and not be afraid of change, and institutions must provide these general and personal needs or die ... fossilize.

"Ironically, educational institutions limit their own potential. You get people with degrees telling those who don't have them that they shouldn't get them.

"But America cannot afford NOT to have an educated, healthy and employed public, and that means a great increase in services, not a decline."

Thus, briefly, is summarized, in the words of Dr. Otto Feinstein, some of the thinking involved in the planning and organization of this innovative educational experiment, the University Studies and Weekend College Program (US/WC).

The vision goes beyond the traditional.

It combines a delivery system and curriculum that is designed to provide an educational environment for working adults which takes into account the rhythm of their lives.

The approach is emphasized in shaping the curriculum.

"Once you know the educational needs and desires of the students, what the university has to offer should be passed on with due regard to the students' backgrounds," says Feinstein. "You plug into their experience.

"The interdisciplinary curriculum avoids waste of mental energy that comes from the switch-on, switch-off method used in the traditional curriculum where the student is working on four totally different disciplines each day. The smorgasbord nature of the current undergraduate curricula also does not satisfy the adult worker's desire for a highly nutritional educational experience.

"The curriculum must give people the tools of understanding, not merely pass on to them information as a substitute for life experience."

How the US/WC Program Was Organized

"Well, the ideas weren't really new," said Carter Stevenson, one of the program's founding fathers, speaking of how US/WC was organized. "We simply treated people like people."

In truth, the ideas taken separately, were not new.

Television courses are not new.

Conference courses and seminars are not new.

Four-hour courses at off-campus locations are not new.

Inter-disciplinary courses are not new.

Using recruiters to seek out students is not new, nor is employing student advisors.

Putting adult students together in one learning unit is not new, although calling that unit a module might be.

Making it easy for students to register and enroll is not new

Having students who get tuition rebates from their company or the government, as is the case with veterans, is not new.

And, of course, trying to get adults involved in the total university's academic life is not new.

But put all these ideas together and provide a philosophical catalyst, and indeed you have something new.

What adds to the program's distinctiveness, of course, is the strongly held belief by its founders that a university must broaden its perspectives to accommodate the working adult; that this should not in any way dilute its educational function; and that, actually, the university is helped by learning from the experiences and the attitudes brought to the classroom by such people.

In that connection Feinstein envisions a program sufficiently flexible that it could provide classes, within a reasonable time, to fit the needs of nearly any group with a particular professional or intellectual interest.

"It is fear more than any other factor," says Feinstein, "that stops the adult workers from seeking a college education. They are afraid they will not be college material, and they fear the awe-inspiring complexity of even going through the admissions procedure. It is this fear which is the first thing we must overcome."

The working adult is not only a prime prospect as a student; he is also an invaluable ally for the university in developing a comprehensive educational philosophy ... that can insure its survival.

"Unfortunately, the intellectual leadership of our public institutions is accepting the notion that America cannot afford the public services which it has, much less those which will be necessary as a result of our rapid social and technological changes," says Feinstein.

"They seem to accept the notion," Feinstein adds, "that these services must be cut back, but there is no way that democracy can survive if this continues. The only way to reverse the trend is to bring our services at reasonable costs to the voting, taxpaying public ... the working adult ... and it is for that reason that the concept of the University Studies and Weekend College program is such an urgently needed structural change in higher education."

"Tuition could, in fact, finance
a new, large-scale innovation
in higher education."

BUILDING A FOUNDATION

What precisely is the foundation on which this concept is built ... which any other institution might easily adopt or adapt?

To begin with, the concept of University Studies/Weekend College is viewed as an urgently needed structural change in higher education, and it was with that thought in mind that the concept was launched at Wayne State University in October, 1973, with 80 students. By March, 1976, enrollment had grown to 3,600 full-time students.

This segment will present in some detail an academic approach to the concept, and hopefully make eminently clear that similar efforts are replicable at other institutions.

Four innovations are basic to the program.

Briefly they are:

First, there is the conceptual innovation that the working adult, as a student, is fundamentally different from the just-out-of-high-school student.

Second, if the university wishes to make itself available to the mass of working adult students, an educational delivery system which brings education to the student rather than bringing the student to education is indispensable.

Third, if the university wishes to provide a high quality university education which also addresses itself to the professional and intellectual needs of the working adult student, a new curricular structure fitted to the working student's learning processes must be developed.

Finally, if the innovation in delivery system and curricular structure is to function on a continuing basis and if a learning environment as intensive as the ivy-covered campus is to be developed for the adult working student and the program's staff, an organizational structure must be developed which supports these functions.

In summary, Feinstein was determined as he planned his program to resist what he called "the tendency of most academics to teach a course rather than teach a student."

A disconcerting thing about the traditional mode, he found, was that at the end of any quarter, there were no more than five per cent of the students whom an instructor would see again. Feinstein had combatted that traditional syndrome with others in Monteith College by putting together groups of students who stayed with one instructor for long periods as they designed the shape of their own courses. It puts an additional load on an instructor, Feinstein insisted, but there was a greater feeling that they "were your students."

"This personal relationship between student and instructor is critical, but even more important is the relationship that develops among the students themselves," said Feinstein. "They become a community, learning from each other's life experiences."

As Feinstein saw it, "education is a mental and physical environment which allows for maximum development of the mental abilities of the people involved." Everything else -- the class time, the hour when classes meet, and so on -- are simply elements in that formula. If any one of those elements does not fit the needs of a student, then there is a problem ... one which US/WC eliminated for working adults.

These innovations can be done, even under current Michigan financial strictures or those of other states. The program can support itself out of tuition revenues and also can provide additional funds for the rest of the University.

For while the basic appeal for the program was made on philosophical grounds, the pragmatic was not overlooked ... there would be a financial benefit for the University.

The Weekend College operates on the basis of income from tuition. By the end of the first year of operation it was adding $750,000 to the university's general fund from state aid funds allocated on a per-student basis above tuition.

The presence of large numbers of veterans also meant a major contribution to the total economy of the city and, of course, there was income to the university from the sale of books, parking fees, and various other sources. In addition fixed personnel costs of the University were paid out of the tuition revenues of the students, making another major financial contribution to the home institution.

When the program was established, it was agreed that it would be a five-year experiment and that it would live within the tuition revenues collected over that period. This allowed for the production of the 800 TV shows in the first two years with costs amortized over the five years.

But, by the third year the college had covered the total amortization, two years ahead of schedule. This proved that tuition revenues could, in fact, finance a new, large-scale innovation in higher education.

Facts About the Program

The University Studies/Weekend College Program leads to the Bachelor of General Studies degree through Wayne State's College of Life long Learning.

Currently, the program has an enrollment of about 3,600 full-time students, and a staff of 73 full-time and 100 part-time faculty, and 80 academic staff and clerical employess. It has graduated more than 100 students, and is probably the largest worker-oriented, degree program in the Atlantic industrial nations.

An evaluation mission from UNESCO applauded that fact in a report it made after a first-hand study of the Program in October, 1976. It said:

> "An accomplishment that is of interest throughout the world is the success of the Weekend College in reaching out to encourage the majority group in your society who have had least benefit from schooling and education. This is a worthy objective that all of us encourage; it makes possible what educators have frequently considered impossible." (underlining inserted)

The program has close links with other institutions -- labor unions, public libraries, private corporations, governmental agencies, community service organizations, the Michigan prison system, and others. Two thousand of the students meet in United Automobile Workers (UAW) local halls, 600 in public libraries, 150 in Ypsilanti community organizations, seventy-five at Southern Michigan Prison in Jackson, and the rest attend classes on campus, at corporations or government agency facilities.

Veteran Administration (VA) benefits, company and agency rebates, and out-of-pocket funds from the students cover their tuition, WSU tuition being about $1,000 per year at the present time. In the case of the prison inmates, costs are offset by a line item in the state budget.

"It is the building of linkages between the student's experience and the educator's concepts which makes learning 'relevant' ..."

THE FOUR INNOVATIONS

Let us look a bit more closely at the four innovations.

The primary innovation was conceptual.

It was based on the assumption that in today's world all must have access to higher education. The conceptual innovation was the realization that the working adult student is basically different from the just-out-of-high-school college entrant.

Since the university is structured upon the realities of the just-out-of-high-school college student, upon the discipline-oriented, research and graduate training interests of the faculty, and upon the fiscal resources and priorities of the administration, the concept that the working adult student is basically different requires structural changes if higher education is to serve the working adult effectively.

The greatest difference between working adult students and the just-out-of-high-school students is life experience. The just-out-of-high-school student is moving from one educational institution dealing with concepts and information to another. Concepts and data serve as the students' road (sometimes substitute for) life experience, which is yet to come in their lives.

The working adult has 10 to 40 years of life experience since being in such a total educational environment. For this student, it is life experience which is key to the mastery of concepts, methods, and additional information.

It is the building of linkages between the student's experience and the educator's concepts which makes learning "relevant." It is the power of the concepts to make sense out of this wealth of life experience that motivates the student to go on and that creates the sense of excitement, discovery, and mastery, necessary for all real education.

"The innovation ... resulted in an educational environment for the working adult as real and as total as the ivy-covered halls of traditional Academe..."

The second innovation, flowing directly from the first, was to conceive and develop a delivery system for a high quality university education which would also fit the working adult's living pattern.

By combining six existing, but hitherto peripheral, methods of higher education, a delivery system was developed suited to the cultural, psychological, time, and space realities of the working adult student. The system brings education to the student rather than bringing the student to education and it allows the student to earn a bachelor's degree in 4 to 5 years enrolled as a full-timer.

The full-time status is critical to enable them to take advantage of VA benefits, normal fees per credit hour, access to financial aids, and to provide a time frame which serves as an important and realistic motivation for obtaining the degree.

The six methods employed are:

Courses offered daily on broadcast TV.
Intensive, two-weekends-per-quarter, conference type courses.
Small (12-18) seminar/discussion-style courses.
Independent and cooperative-study courses.
Non-credit, general and special skills tutorials and courses.
On-site, instant registration, admissions, counseling, etc.

All these forms have existed for years. Wayne State's innovation was to consciously combine them into a delivery system consonant with the highest academic standards and with the student's culture. This combination resulted in an educational environment accessible to the working adult without the need of stopping full-time work, neglecting the family, or interfering with community obligations.

"... A lot of energy for curricular development and a lot of thought and work for faculty trained in teaching the traditional disciplinary approach (are required)."

The third innovation was to develop a curriculum which offered the highest level of University education, met the student's intellectual needs and desires, and created a true intellectual environment.

The curricular content was in some ways most traditional: one year each of social science, humanities, and science/technology, with 35 to 48 credit hours making a year. These were the three basic years followed by a fourth year, Advanced Studies, requiring a senior essay, a senior practicum (field placement), and other instruction individually designed for each student's intellectual and professional interests. For those not attending 12 months per year, the fourth year was Interdisciplinary Theory and Method, with Advanced Studies in the fifth year.

The student could choose which of these three basic years to start in, but once that decision was made the student would need special permission to take courses from one of the other years. This approach derived from the need to focus learning in one general area so that education would unify life and be integrated into it on the psychological as well as physical level. The delivery system dealt with the physical and the curriculum with the psychological integration. The traditional smorgasbord of history, geology, Spanish, and math taken simulataneously would have excluded the working adult from being a full-time student.

But the essence of the third innovation was to reorganize the university curriculum and thus provide a systematic link between academic concepts and the student's life experience, with the focus on one set of linkages at a time.

To make the link between the working adult's experience and the objectives of higher education, it was decided that each academic quarter would have an interdisciplinary focus, involving the TV conference, and seminar course. Thus the delivery system and curricular innovations were joined.

The TV course would serve well as a general overview of concepts and facts, setting the framework for the focus. The seminar would allow an in-depth study of one aspect of the focal point which was of interest to the specific group of students and their instructor. The conference course would deal with where theory, research, and practice were at this point in history and would allow students to hear this from leading figures in the field - national, international, and local.

The inter-disciplinary focal points chosen were:

For the social sciences -- Ethnic Studies, Work and Labor, International and Domestic Conflict, and Theory and Method in the Social Sciences.

For the humanities -- The Quality of Life: Folk, Classical, and Mass Culture; Arts of the Imagination: The Faust Legend; the Performing Arts: The Film, and Criticism and Cultural History.

For science and technology -- Science and Energy, Life and Ecology, Science Technology and Values, Planning the Future.

The focal points, particularly for Detroit area working adults, all serve as excellent linkages between life-experience and university education. They also utilize all academic disciplines, their concepts, methods, and data. They do, however, require a lot of energy for curricular development and a lot of thought and work for faculty trained in teaching the traditional disciplinary approach.

By having a set three-year program we could build in basic and other types of skills in a systematic manner. The TV is excellent not only as the format for general surveys, but it is ideal for basic writing and reading skills. The conference can be used for observation, note-taking, summarization, small group and speech skills. The seminar is ideal for writing research papers, using the library, statistics, and similar skills.

The basic three years, if properly used, can be systematically developed as building blocks for communications, science, and for analytic and specialized skills. Thus when the student reaches the fourth year, the senior essay takes on the characteristics of a master's degree paper. The fourth year becomes an integration of a high quality general university education with the basic skills any educated person should have upon graduating from college.

The focal points for each quarter's study are not only interdisciplinary but are of such a nature that educational goals can be achieved while satisfying the professional degree needs of such different groups as industrial nurses, trade unionists, realtors, court employees, police, social service workers, prisoners, production and skilled workers, and other special groups such as women, ethnic organizations, urban affairs specialists, public utility employees, etc. The TV course remains constant for all versions of the curriculum, but the conference and workshop are adjustable to the needs of a wide variety of groups.

This approach allows looking at the student's educational environment as a four or five-year span, with each experience and course having a specific role. Concepts, theories, methods, and data of the various disciplines are built into each year and pulled together in the theory and method quarter.

The curriculum allows the disciplines to help the student's education, rather than having the student learn the disciplines as though they were all on the way to earning Ph.D.'s and becoming professors.

"... (A) structure was designed to create maximum cooperation and minimum authoritarianism and bureaucratization..."

The fourth innovation was to devise an organizational structure consonant with the above innovations and capable of allowing growth and cooperation with other institutions, including colleges

and universities wishing to offer a similar program by sharing Wayne's TV and other resources.

This structure would have to facilitate functioning of the delivery system, the constant construction and revision of the curriculum, and the development of a real intellectual environment for all involved, and still relate to the structure of Wayne State University.

In this area too, the approach was a most traditional academic posture. By-laws and basic structural documents, unanimously passed by faculty and staff, were based on the traditional concept that it is the faculty and staff which develops curriculum, hires, retains staff, and determines tenure within the financial constraints of the general institution. The fact that the Weekend College was an independent unit, with its own faculty, was one of the organizational keystones of the program, as all who have been involved with experimental programs in undergraduate education or extension understand.

But beyond the traditional concept of university organization some modification of the academic structure as it currently exists in the United States was made.

"We needed a structure which would support and enhance what we were doing, rather than unwittingly undermining it," Feinstein said. "We replaced the discipline-oriented department with the student-oriented module."

The module is an instructional unit (social science, humanities, science/technology, theory/method, and advanced studies) serving 180 to 360 full-time students from one specific group or setting, such as UAW, Library, Jackson Prison, Ypsilanti, on-campus, and Urban Studies.

Each module has its own full-time faculty, academic and clerical staff, part-timers, and budget. The module has jurisdiction over the workshop and the conference courses, and deals directly with the specific students and their organizations or institutions. Growth beyond 360 full-time students or into a new constituency results in setting up a new module. This structure allows for rapid growth in one area without disrupting the existing units.

All the curricular years offered for a specific student constituency are combined into a multi-modular unit. All officials of modules, multi-modular units, and divisions are to be elected by staff.

Crossing the modular lines are the divisions, which combine all staff dealing with one of the curricular years. These units deal with intellectual questions, development of the TV courses, and cooperation in curriculum development where desired.

Because of the central role of student services and other staff, the traditional faculty right of governance was extended to them and to the secretarial staff. Direct student participation was also being developed.

The structure was designed to create maximum cooperation and minimum authoritariansim and bureaucratization. Also planned were some journals, a newspaper, TV and radio programs other than for courses, a student organization, a faculty/staff organization, an intellectual club, a series of research centers, study abroad, publication of books and readers, exchange of faculty and students, and cultural programs. All of these, as with the rest of the program, were to be funded out of tuition revenues. A graduate program in adult education, including formal staff training, was also in the works.

These types of activities are critical in maintaining a true University climate for faculty and staff involved in experimental programs

In addition to the modules, multi-modular units, and divisions, there are several support units serving the entire program: TV production and instruction; the general and special skills lab: central student records, activities, and services; research and publications; associate director for student affairs; associate director for faculty and instruction, and director. Originally, the director, as all other coordinators, was to be elected.

The design of the organizational structure flowed directly from the goals and innovations necessary to serve the working adult student. The relations and roles within the program, the processes at work, the resultant experiences had to reinforce the basic goals.

This meant access to information, authority to make decisions by those involved, and an organizational structure designed to expedite this.

The role of the individual faculty was also defined by the staff to fit this structure. Originally faculty was assigned in the "traditional" manner, namely to the teaching of specific courses: the TV course, the conference course, or the seminar course. By unanimous vote, at the end of the first year, the faculty role was changed from being responsible for courses to being responsible to students. Each full-time faculty member was made responsible for two seminar groups of 16-18 students each, and their work in the TV and conference courses. This critical change made the system consistent.

It also greatly increased the credit/hour per faculty production, while increasing the personal attention the student could receive.

Finally, this organizational structure could accommodate inter-institutional cooperation at two levels. Each module could relate directly with the institution or group serviced. Secondly, any university, college, or community college that desired to, could develop its own modules using US/WC TV resources and experience. It was hoped that this would lead to a consortium, with the central service functions listed above being responsible to all participating institutions and groups.

Conclusion

This, in brief, is the University Studies and Weekend College Program model.

Its concepts, experience, and curriculum materials (particularly the 800 or so half-hour TV programs) might be helpful in the development of general and specialized (like women trade unionists, realtors, etc.) degree-oriented programs for working people.

For the student it opens a wide range of life opportunities.

For sponsoring institutions it has major financial advantages. It might even change the defeatist psychology of American higher education.

For those working in it, it provides the opportunity of full-time jobs, a measure of autonomy necessary for any experiment or innovation, and a socially sueful and intellectually exciting experience.

For society it can result in the survival of democracy in the context of rapidly increasing technological and related institutional change.

"The university, in the final analysis, must learn to understand that not only are there a variety of ways to learn but also a variety of people to reach..."

SOMETHING NEW, SOMETHING DIFFERENT

It was not exactly a scene from the Halls of Ivy. Instead, the long-lasting sounds of clanging prison gates, through which visitors had only recently passed, mingled in their minds with the muted, melodius sounds of the band playing "The Impossible Dream" in the pit of the dimly-lit, grime-encrusted, 50-year-old auditorium.

From time to time, people were jumping to their feet, applauding loudly. From the stage there came an equally enthusiastic response by the 14 men wearing the traditional garb of the about-to-be-graduated college student.

This was a commencement exercise at the State Prison of Southern Michigan in the city of Jackson. About 75 members of the graduates' families and friends had come through a driving early-summer rain to be on hand for the occasion -- a unique one in many respects.

There was something inspiring ... and sad ... about the event, and the essence of the affair was caught in a few words by one of the graduates, J.C. Jones who said later that he "had been kicked out of high school" before landing in prison.

"I don't argue that we have not committed crimes, but I do argue that we are denied the right to change," he said referring to the impact of the prison system on those incarcerated. Then he added: "Tonight is a beginning, a beginning for both of us, a beginning for positive interaction between the prisoned and unprisoned, a beginning to realize our collective strength to do human good. And we -- with these first steps -- are the ones who can make this beginning a reality."

Earlier, Jones had also said some things that once again, focused on the challenging question: For whom, finally, does the educational system exist?

"We are not the elite of the prison," he said. "Let there be no mistake about who we are as graduates. We are not the best and the brightest. We are only the vanguard of student prisoners... This ceremony doesn't have to be an end. It has to be a beginning."

It was indeed a beginning, a beginning not only for Wayne State University which was conferring these degrees of Bachelor of General Studies on these men in the first mass commencement of this kind ever held in a prison, but a beginning for others who might be interested in where education, and particularly college education, may be headed in the future.

And in a very impressive way, the ceremony also dramatized the primary, conceptual innovation on which the unique University Studies/Weekend College program was based.

Feinstein had assumed "that in today's world all must have access to higher education" and that to make this possible one had to realize "that the working adult is basically different from the just-out-of-high-school college entrant."

Thus the university requires structural change to serve the working adult effectively ... no matter where he or she may be found.

One Can Learn in a Variety of Ways

It had been only two years since Wayne State began to award this particular degree and since it made the breakthrough at the prison. The fact that President George Gullen had come to this point of personally passing out the diplomas suggested another milestone in the acceptance of the philosophy that "one can learn in a variety of ways."

For that, finally, is the idea on which rests the development of the Weekend College concept of which the Jackson prison section is only one small, but dramatic manifestation.

It seems particularly appropriate for Wayne State to launch this concept, since it is an urban institution which has always had a special relationship with the people in the Detroit area.

The University was formally organized in September, 1933, when several colleges operated by the Detroit Board of Education -- the first founded in 1868 -- were brought into administrative unity around the Liberal Arts school. That unit had been started as a junior college in 1918, developed into a four-year school in 1925, and had grown to an enrollment of about 7,000 by 1933.

Today, Wayne State services more than 31,000 students, most of them coming from among the 4.5 million people in metropolitan Detroit. It has always been open to those seeking added training in their vocation or avocation. The Weekend College concept is a natural extension of that tradition.

'For the Convenience of the Student'

But it was designed to meet the unique needs of a special clientele -- the working man and woman -- and it achieves that goal with a delivery of services approach that is based on going to the student at every point from registration to graduation, if necessary.

The Jackson commencement exercises, for example, resulted when prison officials vetoed plans to have their class appear with other graduates at Wayne State's spring commencement in Detroit because of what were felt to be major security problems. The special event, including all of the elements of the earlier university exercises, was then scheduled for the group.

Everything from the broad four-year US/WC curriculum design to course content and the time and place of instruction, is planned for the convenience of the student.

"The reality of the life of the student is what counts," said one of the Weekend College's original planners. "We bring them all together at the university level, and the reality is sharpened."

"Our purpose is supposed to be to dignify a person's life experience," he added, and then he articulated what [illegible] others in the program consider the key challenge: "Is a university a place of foster care or is it designed to help people become more than they are rather than less than they can be."

This sort of sensitivity to human values has been the Weekend College's hallmark since its creation.

In the spring of 1973, Wayne State's Board of Governors established the College of Lifelong Learning to consolidate its efforts in the adult education and extension field, and thus it paved the way for the addition of the University Studies/Weekend College Program. Basically, the College of Lifelong Learning marked a change of the Division of Urban Extension into college status. Thus, in addition to being an agent for other colleges in the university, it too would be awarding a degree. It was at this moment that Feinstein walked into the office of Ron Haughton, Vice President for Urban Affairs, and was asked to develop a degree program for adults.

Feinstein's conceptualization encompasses an entire educational strategy affecting the many relationships among teachers, students, students and teachers and, in the end, administrators. There are many innovations in orgarizational structure and in academic approaches but, for the student, the attraction of the Weekend College develops at two levels -- the delivery system and the curriculum -- and its uniqueness lies in how these are handled and made to function together for working adults who want to earn degrees.

"Education is a mental and physical environment which allows the maximum development of the mental abilities of the people involved," says Feinstein, "and everything else ... elements in that environment such as courses, class times, and so on ... should be designed to strengthen that environment.

"The feeling among most academics is, you teach a subject (a course), you do not teach a student. You are the expert, you are the one who knows. This leads to a feeling that large classes can be effective, are most efficient and finally are the least expensive. So the move is to mass instruction, which in the end does not really fulfill the needs of the students.

"A key to good education, however, is the personal relationship between students and their interaction around what they are learning. It is most important in establishing a community, an environment of learning.

"Another key concept is organizing the curriculum to teach the students rather than organizing the students to learn a particular discipline. Particularly when dealing with the working adult student, it is most important to pull things together rather than have education become one more factor in fragmentation."

Feinstein insists that the general studies approach, in fact, is more traditional than what many today consider the traditional approach.

There Is No 'Universal Student'

There is at least one other basic idea on which this entire program rests. It is the acceptance of the theory that "there is nothing like a universal student, though the entire modern American university is structured around that assumption."

Thus the university's delivery system, the curriculum, and importantly, ideas on how to handle student services all reinforce this fundamental "universal student" concept. But the university, in the final analysis, must learn to understand that not only are there a variety of ways to learn but also a variety of people to reach -- and as the Weekend College has demonstrated, it is a rewarding but not an easy task.

Like other institutions, Wayne State had for years offered courses off-campus and had, in fact, established 15 centers for such activity. The College of Lifelong Learning was designed to provide more efficient administrative control and a point of contact for part-time, degree-seeking or non-credit students who faced the problem of trying to coordinate the variety of courses offered by the University's 11 colleges and schools.

Because it too reached out for students who did not fit the pattern of the on-campus, just-out-of-high-school student, the Weekend College concept fit neatly into the Wayne administration's plans for the College of Lifelong Learning.

Developing Contact with the UAW

Wayne State had worked for many years with the United Automobile Workers (UAW) and other labor unions, having set up non-credit courses for training potential union leaders, as well as general education programs for union members. Feinstein had been involved in linking these programs to a credit, degree-oriented program at Monteith College within Wayne.

Thus the ground had been broken for contacts about the Weekend College which, of course, went well beyond the in-house sort of work with unionists and brought them into the mainstream of the university's education process. The factory worker thus became a prototype of the working adult student for whom the Weekend College concept was designed, and in fact, it was the support of the UAW and the veterans in the auto plants that provided the impetus for the spectacular growth of the program.

By their performance, also, workers proved the efficacy of broadening the horizons of education at a time when universities have been facing all sorts of financial challenges. Contrary to many predictions, the 1974-75 ravages of the auto recession gave the program an unexpected boost.

Feinstein suggested a mini-quarter for the Weekend College to accommodate some of the unemployed auto workers. A meeting was held at which representatives of the auto industry, the UAW, the Veterans Administration, and the Michigan Employment Security Commission (MESC) were present. President Gullen spelled out the program, and from that session there came a pledge by the MESC that unemployed workers would continue to get their benefits, even though they were enrolled in classes full-time.

The workers had demonstrated that they could go to school full-time and work full-time, too, and so there was no problem with the rule which said that a worker has to be available for work in order to get unemployment benefits.

The meeting, notable also because there were present representatives of the auto industry which had agreed to payment of tuition in previous contract negotiations, received a lot of coverage and helped to spread the word about the Weekend College.

A Critical Point in Growth

Within a matter of months, the Weekend College had an enrollment of 3,600, second only to the Liberal Arts school in size, and Gullen and other administrators moved to put a ceiling on further growth, much to the chagrin of Feinstein and other Weekend College proponents.

"We had to put a ceiling on to digest what we had done," said Gullen, "and because there were those among our traditional faculty who feared that we were in the process of putting together the largest community college in the world, one that would not provide the kind of quality college level work people had come to expect from Wayne."

The clampdown on enrollments came at a time when the total stood at 2,482, and there was considerable debate in Wayne State administrative circles of cutting back about 1,000 students. But the sheer weight of numbers -- the obvious popularity of the program -- caused the upper limit tentatively to be set at the 2,482 total.

Gullen thus put the focus on what has been a critical point of conflict -- and of challenge -- in the growth of an idea which insists that varying modes of delivery of education must be devised and curricula should be produced to meet more precisely the broad needs of people seeking an education.

The Weekend College proponents insist that this can be done "while maintaining the best university tradition and the highest standards." Traditionalists, on the other hand, seem to envision an invasion by the "blue-collar hordes" diluting the quality of the university.

"What worries the traditionalists is not the content of our curriculum but who we give it to, how we deliver it," said one Weekend College supporter.

In any case, Gullen insisted that the Weekend College concept will grow.

"We went too fast and we couldn't be sure that we were offering the best academic training or quality faculty," he said. "It's got to be what it professes to be or it's no good."

Gullen said he has found the program "very exciting because it typifies the sort of creative thing Wayne State should be doing." What he has seen and heard in such places as Jackson and during meetings with other graduates of the program heightens his interest.

"We had a luncheon for the first group of graduates in December, 1975, and I'll never forget listening to one of the men saying how he had put two kids through college and always suffered from an inferiority complex when they were around the house," said Gullen. "Well, he was saying, now that he had come back to school and earned his degree, he realized that he was as smart as they are. Then he told me, 'Never again am I going to feel inferior to my kids.'"

Another impact on the student's family, often reported by US/WC faculty, is that when the children see their father or mother studying, they develop a much more positive attitude towards their own education.

"Absolute Assurance That It's Quality"

Gullen explained that the Weekend College's curriculum had been given close scrutiny by the University Council, representing the faculties of the various colleges and schools, and their efforts were designed to give "absolute assurance that it's quality."

Let us take a close look at Feinstein's philosophical view of the college. He begins with the belief that democracy requires that people control their fate, that knowledge is critical for that process to work, and that the university has key responsibility in this area. There are rewards for the university in fulfilling that responsibility.

By reaching the working adult and responding to his reality, the research, community services, and educational functions of the university can receive an extremely healthy boost at a time when there are fears that higher education, as we know it, cannot survive the conservative fiscal thrust of the 1970's. This boost could come through an alliance, in function and not only in rhetoric, with the tax-paying, voting, working population of America, but that alliance can be real only if that population perceives that the university is adjusting itself to the needs of the working adult population.

Since the university is structured today to serve the just-out-of-high-school college entrant, some major rethinking is needed to reach this new constituency.

The working adult lives and functions in a different reality than the just-out-of-high-school enrollee. Thus the learning environment, which is the key to all education, has to take into account the culture of the working adult and the fact that achievement of a degree in a reasonable time span is a critical element.

Only then can higher education become a real and inviting possibility for the working adult. Furthermore, the Weekend College proponents argue, education can be a cementing rather than a fragmenting agent in the student's life. Potentially, with the delivery system devised, an entire family could go to school together with the possibility that family tuition rates could be arranged without losing the self-financing nature of the program.

All of these things were taken into account in the planning of the Weekend College, and the impact on the working adult who otherwise would never have gone to school has been dramatic, as figures and personal contacts show.

The Weekend College curriculum was planned with the understanding that the working adult has a wealth of life experience waiting to be clarified by ideas, in contrast to the traditional student who has had little experience outside of educational institutions.

In addition, it was kept in mind that the life experience of the working adult leads best to learning through strong, co-operative, peer group relations, that there are unusual demands on working adults outside of the educational framework, and that there is a difference in the self-concept of the working adult and the just-out-of-high-schooler coming to college.

Just as the Weekend College had to deal with the reality of the student, it also had to deal with the reality of the institution as it related to recruitment (it could not recruit from traditional clienteles of existing university units), registration, credit equivalence, admissions, transferability of credits and students, acceptance of the degree by employers, professional and graduate schools, space for instruction, financial aids, tuition rebates, VA benefits, books, budgets, etc.

Some became bogged down in the details, losing sight of the broader concept, but there were others who got the vision clear.

For Dick Bohan, quiet-spoken, slender, associate professor and coordinator of the UAW module in the Weekend College, "the idea is the best thing to come along in education in a long time."

Bohan taught political science at Lake St. Mary's College in South Bend before being attracted to the Weekend experiment at Wayne, and some of his findings are interesting. He made the point that in terms of ability to work, the student population of the Weekend College is like any other -- "some good, some bad and many in between."

"When you're dealing with adults, however, you don't get the note-taking syndrome," said Bohan. "They react to what you are saying and you also find that they have a clearer idea of what they want out of a course and exhibit good application to what they are doing."

Bohan insists that the General Studies degree is a very significant one since he has found that a Weekend College student coming out of the final Advanced Studies year has a greater concentration on a subject than some who have taken majors in the Bachelor of Arts program.

As Bohan sees it, "As long as there are people who want and can use a college education, the Weekend College concept should grow."

"The manner of delivering educational services ... was the greatest barrier to the working adult's entry into college."

CLEARING THE BARRIERS

"The guys on the line have bought the idea that education isn't for them," said Dr. Norma Shifrin, regretfully, "but they need to overcome that and take pride in the wealth of experience they have," and it is primarily the kind of experience she found, that helps to make them highly motivated when they finally register.

Dr. Shifrin came into the Weekend College program in July 1974, shifting from Monteith College where she taught biology for six years. She is coordinator of the Science and Technology Year of US/WC and a staunch supporter of the general education concept.

As coordinator, Dr. Shifrin oversees the hiring of faculty, arranges for meetings of module coordinators and faculty, directs the preparation and distribution of materials needed in the classes of her division, and monitors the division's budget. She also teaches half-time, as do all of the Weekend College administrators.

In reviewing some of the things she has found working with the "new" students, Dr. Shifrin's comments could in fact be applied to students in every other division of the Weekend College.

"We've found a very refreshing kind of student," she said, "one who calls for a different way of teaching."

How did the Weekend College approach this task? A closer look at some of the details is in order.

Manner of Delivering Services Is Key

The problem of reaching working adults as it first appeared seemed a simple question of eliminating certain barriers which made it extremely difficult or impossible for them to get a chance at a college education.

From previous experience in teaching working adults, it was self-evident that they were as worthy and as capable as the just-out-of-high-school students and that in most cases they were much more strongly motivated. It was also clear that it was the manner of delivering educational services that was the greatest barrier to the working adult's entry into college.

The delivery-system barrier consisted of two elements that had to be dealt with.

The first was administrative. What are the admissions criteria for the working adult 10 to 30 years out of high school? Is a high school grade-point average any indication of the person's potential as a student? While there are no educational experts who would say that it was, there are no other standards which can predict performance.

The passions stirred by the "open admissions" issue, which deals with the educationally deprived, just-out-of-high-school student and not the working adult, has made the admissions issue a sensitive one.

"But the fact is that we should provide a formal education for everyone when they want it," said Dr. Shifrin. "The experienced person walking into the classroom is more than a student, providing an opportunity for learning on both sides."

The criteria proposed for admission in the original US/WC plan was the motivation of the student to enter the program and then the performance during the first year of study. Though a precedent for such a policy had been established in programs for minority students, it proved quite difficult to use it as a precedent for working adults.

Related to the admissions criteria barrier was the process of admissions, registration, and developing a plan of study. After some time, the principle of on-site registration was established.

A Need to Eliminate Self-Doubt

In the face of widespread self-doubt as to the ability to "hack it in college" prevalent among most working adults, this instant gratification is most important, eliminating the usual waiting periods that would reinforce all of one's self-doubts. Nor would the first encounter between student and university be with the massive and impersonal university bureaucracy, which however efficient and accommodating in reality, just makes the potential student feel infinitely small, impotent, and worthless.

"It is my opinion," said Feinstein, "that these changes were the most significant in opening the university to the working adult. The opposition to these changes was primarily based on the fear of open admissions, a fear of the educationally-deprived, just-out-of-high-school student, rather than on any knowledge concerning the significantly different working adult student who has held jobs for 10 to 30 years, has shown continuing discipline in family, work, and community affairs, as well as having paid the taxes which fund the university."

Feinstein was quick to respond to criticism of the admissions policy.

As Feinstein suggested, "One has to keep in mind a difference in evaluating adult students. The high school transcript for that purpose is irrelevant. For one reason, the D the man or woman got 10 or 20 years ago is worth a B today, and of course, those years of experience can change drastically what a person can achieve."

What Feinstein is saying, in fact, is that the way to find out whether people are of college material is to let them into college.

"If a person can get a C average for two quarters or a B average for one quarter, that person is fully qualified and can go on to the next level," said Feinstein. The Liberal Arts College accepted this theory for transferability of credits.

The talk on admissions also focused some attention on the quality of the education provided under the Weekend College program, essentially because of the type of student involved. Feinstein pointed out that having rules and maintaining a grade system has enabled many students to "decide for themselves whether they are college material." And while people getting D's are flunked, an effort is made to find out whether they may want to continue, whether there are problems that can be dealt with.

"We do it in a considerate way," said Feinstein because, as he added, "The question is whether we are an institution which can serve people or are we insisting the person be worthy of being served. In a democracy, it should be the former."

Through the Weekend College, Feinstein feels, a person finds he or she has "a fair chance and gets a straight forward way of taking advantage of it."

The Energy Crisis

Another type of barrier had to do with the amount of physical and psychological time and energy that a would-be student had to spend just in getting to the learning environment as opposed to the time spent in the learning environment.

The present university is geared to delivering its services to the just-out-of-high-school student, whose life is organized around the university experience with only minimal work, family, and community responsibilities, and around the teaching/research functions of the faculty. Courses generally meet one hour at a time, four times a week, during weekday working hours. For the working adult student these conditions alone make it nearly impossible to pursue a degree within less than a 10 to 12-year time frame.

The Weekend College looked for a delivery system which by cutting the getting-to time to nearly zero would allow the student to be a full-time student and to finish the degree requirements within four or five years. The TV courses (about 25% of the curriculum) require no getting-to time, and allow for participation of the entire family. The seminar/workshop course, located at work or in the neighborhood and taken together with one's fellow

workers or neighbors, once a week for four hours, requires minimal getting-to time. The conference course requires some getting-to time but only twice a quarter.

The Value of Studying with Peers

Thus for the working adult, such an arrangement was manageable. Additionally there was the knowledge that one would most likely be with the same group of students for 33 weeks and in all courses, rather than the usual 10-week quarter for only one class. This ability to study with one's peers on one's own turf and with one instructor responsible for the total course work but for only 32 students created a learning environment far stronger than that of the commuting just-out-of-high-school student.

"The authoritarianism associated with the normal classroom is eliminated," added Dr. Shifrin.

As the psychological barriers fell, the recruiting tempo rose. People found out that Harry and Anne could "hack it" in college, so they started to think that it might be possible for them, too. Nor should it be forgotten that being full-time matriculated students is critical for VA benefits, financial aids, and company/agency rebates.

While TV courses, seminars, intensive weekend courses, and on-site registration are nothing new in higher education, their combination and widespread use, as opposed to the normal one-hour long, four-times-a-week, lecture class on campus meant changes in the accustomed practice of the bureaucracy.

A Simple Theory of Systems Change

A process of internal communications, new linkages, and modified procedures became necessary, requiring far more effort than the overcoming of the barriers.

Doing admissions, registration, fee collection, and program planning on-site requires personnel who can do all of these procedures at one time, in the field, and with small groups of students. Recruitment involves the development of systematic links by this same staff with organizations and institutions that can provide a feeder system as regular as the high-school and community college student counselors.

To develop and operate this system and to service the students and their organizations required four resources:

- personnel trained to do all these functions (which are carefully separated and bureaucratized on campus);
- authority delegated to this personnel to make the decisions required on the spot;
- systematic linkages of the new system to the central system;
- and time to develop procedures which fit the reality of the students and the administrative demands of the central university.

Given an orderly procedure and simple theory of systems change, all of this can be done with a minimal cost in energy and long run relationships. Given no such procedure or theory of institutional change, what could be a series of simple and minor adjustments can become an issue of challenge to the entire system.

The US/WC program is, in fact, a form of institutional change, requiring the design of a delivery system and curriculum for a different type of student. The need is to have the process of change settled in the beginning when it involves minor adjustments.

It should be a comparatively easy problem of institutional change. First, since the entire program is financed from tuition revenues which would not otherwise be available to the University, its existence does not create competition with other units for survival, or even for scarce resources. In fact it can provide massive sums for the general institution.

Second, US/WC is not a threat to any existing jobs, positions, authority, or units. It is, in fact, in a position to relieve a wide variety of pressures, providing jobs for Wayne graduates and for younger faculty whom the university wishes to continue but can't due to a budget crunch.

The College can subsidize inter-disciplinary graduate/faculty seminars, journals and other high level intellectual activity for the entire University, and it can provide support for a number of research centers and institutes which are having a hard time due to finances.

Finally, the Weekend College can help the University in its relations with the legislature and with the community, as well as creating respectful interest nationally and internationally in educational circles.

Assessing the Impact on Student Lives

"What we were concerned about," explained Dr. Shifrin, "was the impact the college experience would have on the lives of the students, on the relationships between themselves and their families and friends. We sensed that the more meaningful general education that we planned would give them more confidence in dealing with the world."

Having eliminated some of the barriers to bringing thousands of mature adults into the educational mainstream, the Weekend College also provided some answers for clearing the barriers to a successful completion of the quest for a degree.

"There were problems," said Dr. Shifrin, "with the math and writing skills brought to the classroom by some of our new students."

The answer was the establishment of a Skills Laboratory and, by 1975, the insistence that every student would have an evaluation in these areas and that tutors and classes would be provided in writing, oral communications and reading.

Setting up the Skills Laboratory again was a way of taking cognizance of the differences between one group of mature adults and the just-out-of-high-school student. While it was found that some adult students tended to be strong in oral communications, it became obvious that writing and other skills had suffered from lack of use.

"Actually, you have the same kind of mix of intellectual capacity in our classes that you find in a normal undergrad class," said Percy Moore, coordinator of the Advanced Studies year. "There are differences, however. There is not the immediate recognition of the authority of the teacher in the class and a lot of what is said must be proven."

Moore supervises what he calls "the capstone" of the program -- the year in which a student winds up producing a major report and finally earning the Bachelor's degree. "Few undergraduate programs require this sort of paper," said Moore. "It's a challenge and it also helps give credence to the degree, both in the feelings of the student and the outsiders."

"All Parts of the Curriculum Pulled Together"

"Through this year, all other parts of the curriculum are pulled together," explained Moore who joined the program in August 1974 after having had experience as a school administrator and as director of community affairs for a television station. "This year of the program, in addition to achieving unity in the curriculum, is also the opportunity for each student to find a little piece of self-expression. The structure for Advanced Studies permits individualized program design and independent study."

Before the year is finished, each student is required to participate in a Senior Seminar and write a paper, comparable to a master's thesis.

As Moore outlined the Advanced Studies Year in a report:

"The Seminar is designed to provide a forum for advanced students to investigate problems of interest and to formulate their own philosophies of education. The approach for these activities include an introductory study of the history of ideas and some consideration of various contemporary problems in the social sciences, religion, the arts, natural science, technology, urban-oriented concerns and ecology.

"Opportunities are provided for students to make explicit and to reformulate their own philosophies of life and especially their philosophies of education."

Moore also explained that a block of time is allotted in the Advanced Studies Year in which the student can take special electives and do other work focusing on his or her professional interests. Up to this point, the curriculum is pretty well set. In the Advanced Studies Year, the student's program is structured to be especially geared to him or her.

"Interestingly enough, it was not always the faculty who opted for more work, nor the students who opted for less."

BUILDING THE DELIVERY SYSTEM

As stated earlier, the idea of the delivery system was to bring education to the student, rather than the student to education.

One aspect of this concept was that for real learning to take place there had to be a learning environment which fit into the student's life, rather than just another set of tasks added to the daily agenda. Each element of the delivery system had to satisfy four conditions:

First, it had to bring education to the student and integrate it into his or her life style and obligations.

Second, it had to be available at reasonable cost per student.

Third, it had to be acceptable, in the sense of having precedents, at the University.

Fourth, it had to fit with the other elements of the delivery system and curricular structure.

The TV was to be the daily connection between the program and the student (and the student's home and family). Each program was designed to stimulate thought and discussion every day of the working week. It was not only the curricular overview and basic intellectual framework, but also the framework for an intellectual environment as real as an ivy-league campus.

The conference was seen as the highlight of the quarter, as the point where students consciously felt that they were in a unique, exciting, University experience, meeting each other, the staff, and outstanding experts. Here they were in an extraordinary physical and intellectual environment ... a symbolic catalyst of their educational experience and the indication that learning was intimately tied to practical reality.

The seminar/discussion class was the keystone of the entire delivery system. Every week for four hours a small group of students would meet at a place most convenient to them with their own instructor. This is where the peer group would be formed, ideas explored, experiences evaluated, and in-depth study organized. Questions about the TV course, the conference, and the program as a whole would be explored. This instructional method, it was felt, would lead to far more intensive student-faculty and student-student contact than the first-year experience in most commuter colleges and would make the TV and conference courses part of a very personal and individual educational environment.

Facing the Problem of Overloading

Backing up this delivery system would be the skills lab and the student services personnel organized so that specific staff members would work with specific students on administrative and skills issues.

These elements combined would make a real learning environment possible.

One of the problems was not to overload the system with activities while underloading it with real learning. By focusing on the student and on a four-year learning experience, rather than the subject matter and a two-month learning experience, one could take a developmental approach to learning.

What this meant in practice was that the delivery system and the specific instructor would have to be aware of the number of books to be read and assignments to be written during the entire year by the student, and not be limited to knowing what reading and writing assignments were made in one of the three courses in one of the three quarters in one of the three basic years.

This was not an easy task for faculty, brought up in the discipline-oriented academic system. It required education of the educator and communication between the student and teacher. A balance would have to be worked out. And that meant that at some points too many and at others too few assignments would be made. But this is exactly why it was called an experimental program. Interestingly enough it was not always the faculty who opted for more work, nor the students who opted for less.

Requirements of the System

Looking at the delivery system, what was required of the student and of the staff?

First, there was the initial registration-admissions process. Students received information about the program by a number of means -- TV, radio, the press, leaflets, posters, and word of mouth. They would appear at an orientation session at a convenient location -- the place of work, a community institution, or on campus. Here the first formal orientation session would be held: If satisfied, the student could register right there for specific classes that would be taken in the following quarter.

If the potential student wanted to think things over or talk some more about entering the program, arrangements could be made. This was the process of the students entering the program.

For those already in the program, registration would take place before or after the seminar/discussion section on site. Or they could come to the various administrative locations for registration and counseling. Registration tables were also set up at conferences. This process greatly reduced the physical and psychological distance between being a potential student and being a

registered student. Without such a system, enrollments would have been a fraction of what they were, but it involved an intensive effort on the part of the faculty and staff.

Good working relations had to be established with the institutions and organizations from which the students came, with the institutions and organizations where the registration and classes were set up. Faculty had to be willing to participate and student service staff had to be available.

The staff had to be familiar with recruitment, registration, public and human relations, the specific environment they had to work in, counseling, advising, financial aids, veteran's benefits, company and agency rebates, the specifics of the curriculum and calendar grades, records, etc. Whereas the University had specialists in all of these areas available for the just-out-of-high school graduate, who could go from his high school counselor to the various administrative offices on campus, the Weekend College had to have generalists who went to the student. Furthermore these generalists would have to relate back to the central administration if the students were to have records and accurate financial statements.

Top Level Sanction Is a Necessity

No matter how excellent the curriculum offered, a series of snafus with grades, admissions, or veteran's benefits, could destroy the experience, not only for the student in question but for the students and faculty in the seminar/discussion course where these issues would certainly be raised. Avoiding this not only required knowledge on the part of the US/WC staff but close articulation with the existing administrative bureaucracy.

This meant sanction at the highest levels for this method of student services and joint development of procedures and timetables at the operational levels before the mass of paper work hit. Given these conditions the student could move smoothly into the program.

Once in the program the delivery system related to the student in the following manner:

The TV course required watching TV two-and-a-half hours per week. This could be done in one of four ways: half an hour each evening, either at 5:30, 6, or 6:30 p.m; half an hour each morning at 6:30 a.m. through Friday on the three commercial stations, depending on the course; or two-and-a-half hours at a time either on Saturday 2-4:30 p.m., Sunday 9-11:30 a.m., or Sunday 11:30-2 p.m., depending on the course, or at times arranged for on US/WC replay equipment. Additional times were also being sought, particularly late at night. In addition, the student had required readings and written assignments.

The conference course required two full weekends per quarter from 9 a.m. to 9 p.m., or one weekend starting Friday evening and preceded by a pre-conference meeting some weeks before the weekend and a post-conference meeting some weeks after. Readings and assignments were also related to this course.

The seminar/discussion class required meeting four hours each week, readings, and written assignments. Students and faculty could change the meeting schedules to two sessions of two hours or to other arrangements.

The skills lab organized tutorials and courses as needed and tied them into the above courses as much as possible.

In some cases students could substitute other courses for the above, and other services such as a summer quarter abroad, special workshop courses, and independent study and cooperative study during the summer, were offered.

These then were the elements of the delivery system for the basic three years of the program. The Advanced Studies Year was to be tailor-made for each student or group of students, if more than one had the same interest. During the basic three years one could project that the student would have close to 100 required books to read and at least an equal number of written assignments. While for some students this was not enough, and they would request additional readings, for others it was wisest to start with a few readings and many short papers till reading speed and writing skills were well developed. Only a three-year developmental approach could accommodate this type of learning, so essential for the adult working student.

"The curriculum was based on combining two contradictory forces ..."

THE CURRICULUM: SOME BACKGROUND

One of the most fascinating aspects of University Studies/ Weekend College is the development of a curriculum which, like much of the rest of this experimental program, grew out of a need-to-meet-the-needs-of-students philosophy.

"No one had even taught courses like this before," Otto Feinstein was to say later, but he emphasized that their preparation, far from being totally removed from the so-called traditional, was grounded on a "classical concept."

Actually, the parameters for building the curriculum accepted a traditional concept of education but tossed out the current method of delivering it. Some saw this as contradictory. Given the commitment to a new clientele, it was logical.

"We adopted a classical concept of higher education, namely that an educated person had to have access to knowledge as developed in the world at this point in time, and skills in certain defined areas, both general and specific," explained Feinstein.

"While universities generally imply and even explicitly state this goal," he continued, "recent reports indicate that true university education within universities has been on the sharp decline. We had a firm commitment to university education and felt that if we did not give the student the 'real stuff' we would betray ourselves and in the end alienate our students.

"The curriculum was based on combining two contradictory forces: the classical concept of higher education and the life conditions of the working adult."

The Need for a Functional Approach

The contradiction was that commitment to these goals would mean organizing the building blocks of this bona-fide university education in a way vastly different from the currently practiced method of curricular organization.

The curricular organization of the modern American university is based on a compromise between the condition of the just-out-of-high-school student and the discipline/research interests of the faculty, with a vague remnant of a commitment to the traditional concept of general university education.

This compromise is not functional for the working adult student. Whether it is functional or not for the just-out-of-high-school student is an item for another discussion, but at least millions of these students have been able to deal with it. This is not the case for the mass of the potential working-adult student population.

Instead of organizing the curriculum on the principle of the disciplines, moving from elementary to intermediate to advanced, it was organized on an interdisciplinary approach. A focal point was picked which had two organizational principles for each quarter's work.

The first organizing principle was that the focal point had to deal with an area in which the vast majority of students had some life experience.

The second was that the focal point was a well-established focus of university teaching and research in which the vast majority of disciplines participated.

Integrating concepts, methods, information, and experiences of the various disciplines were developed around these focal points. After three quarters, and three focal points, there would be a fourth quarter of theory and method, showing students how knowledge has developed, how the various concepts and methods that have been learned fit into the disciplinary evolution of modern knowledge, and what all of this has to do with reality.

The Role of the Faculty Is Defined

While this approach was a sound and intellectually exciting method of doing the university's traditional work, it had one major complication, namely the ability of potential faculty, trained in modern American universities under the highly specialized disciplinary research systems, to teach in this manner.

As a result two elements had to be built into the curricular system:

First, an interdisciplinary faculty with the time and inclination to educate each other.

Secondly, sanctioned time and place for the faculty to develop their specialized skills in light of their learning from their colleagues and students, in a manner acceptable to their professions.

For, how could a faculty and staff raise the students' self-esteem (absolutely critical to learning) while losing their own self-esteem?

How could a faculty and staff advocate learning for adults if it didn't itself participate in such an experience?

Finally, a series of activities was needed in which students and faculty could participate to tie together the intellectual environment. To accomplish the tasks above would involve a lot of talent and a massive commitment of intellect and energy.

Facing Up to an Endemic Problem

It is important, at this point, to note that the greatest problem the program confronted was the endemic problem of all institutions, namely having the available energy taken up with administrative tasks and considerations to the exclusion of the tasks which the organization was founded to carry out.

Under such conditions discussions tend to focus on who did what to whom and why, rather than on the student needs, the curricular and pedagogic functions of the endeavor. For this reason, provision was made for course descriptions, job descriptions, organizational structures, and regular, realistic, and complete reporting which would reassure outside administrative authorities and allow the faculty, staff, and students to know what was happening. Basic rules of operations also had to be clearly accepted by all parties, which in turn prevents making every event a totally new problem.

The curricular structure and the organization by modules, as well as clearly agreed on budgetary and personnel rules were to allow those working in the program to focus on their tasks. A broad cross section of faculty was involved in the various curricular efforts, including people from Wayne's Liberal Arts, Education, Social Work, and Monteith Colleges and others from higher education institutions in Southeastern Michigan. In addition, students themselves played a role in course planning, and advice came from participants in the Conference and TV courses, many of them highly regarded professionals from around the country who could see the program with all of its virtues and faults.

Wide-Ranging Debate Involved in Planning

The program was fortunate in being able to line up a core of faculty willing, anxious and able to tackle preparation of materials and to become involved in the debates over and the resolution of what finally was prepared.

Eric Bockstael, who directed the Urban Humanities, explained one side of the discussion this way:

> "Some would say that the most important thing in education is to acquire the tools to approach any aspect of life, that what is involved is a learning of skills that can be applied and through which people can reach their own conclusions and decisions."

In general, there was acceptance of the idea that such tools as how to analyze situations, how to ask questions, and so on, were a proper concern for the educators, but another major point of discussion came among those who felt that "you can't have education without advocacy." So the debates ranged over the entire spectrum of how to present material and what the role of the university is.

"The university in its very essence is slanted to change in society," said Bockstael, "and society must extend participation in education. Thus in planning curricula the contribution that the working adult student can make from the depth of his life experience is most important."

"After all what is functional societal knowledge?" asks Bockstael, "if not the working people coming together with the experts to produce contemporary knowledge."

On Considering the Worker as Educator

This concept was emphasized during a weekend conference which was devoted to an analysis of higher education for adults. Dr. Gelpi, an Italian educator affiliated with UNESCO, made the point that "the worker has the knowledge and culture to be introduced to and collaborate with the university."

The presence of workers as educators is not merely a matter of access to the educational process but participation in it.

Eric Fenster, a science-technology curriculum coordinator, said that the discussion of educational issues was also intensive in that division. "Math and science skills are needed so students can learn what questions to ask," said Fenster. "If science has been denied them, do we have the right to continue to deny the basic body of scientific knowledge to them?"

Fenster said the problem was dealt with by using one of the 55 television programs in the first quarter of the science-technology year for teaching Newton's Law, by presenting another that provided historical perspective involved in the evolution of biology, and another that tied things together.

But one problem, he suggested, was that "we don't know too much about television itself. But two reasons for using it are evident: it gets instruction into the home and it permits things which couldn't be done in the classroom."

Questions on Testing Are Raised

In the discussion with Bockstael, Fenster and Donna Plofchan, herself a graduate of the program and later a student service officer within it, the question arose about the kind of evaluation that can be done on television courses, whether testing should be done to see if the student masters the content, and on ways of improving the course.

Fenster said that usually only about $500 a program was allowed for TV course production, though one science-technology series was filmed in San Francisco, Arizona, and three European countries --- France, England and Switzerland. Most experts in instructional TV feel that a minimum of $10,000 per top-quality 15-minute show is what is needed.

When the question was raised whether they felt that the US/WC program was really "of university standard," Bockstael made the point that, on the contrary, students were really being asked to demonstrate more ability than often required in some advanced Liberal Arts courses because of the consciousness of the program's faculty to some criticism.

The structure of the courses in each of the three basic years is as important as the content

THE CURRICULUM: IN MORE DETAIL

Some feel for the scope of educational demands made on students becomes clearly apparent with a closer look at the way courses were set up and fleshed out.

Eric Bockstael himself was responsible for one of the more imaginative courses that is basic to the second quarter of the Humanities Year, while much material for the ethnic studies segment of the Social Sciences Year developed out of several conferences in which Otto Feinstein himself was involved.

This detailed look will begin with an analysis of the year of the social science curriculum during which the focal points are ethnic studies, work and labor, international and domestic conflict, followed by a quarter on theory and method of the social sciences.

These four focal points include all social science disciplines as well as history, geography, philosophy, and they link into the humanities and science and technology years. They also deal with four approaches to the social sciences which build on each other.

Ethnic studies deals with the definition of the human experience, the nature of what we mean by individual and society, community and culture.

Work and Labor deals with the basic institutional structures and processes.

Conflict studies deals with the behavioral sciences and dynamics of social reality.

Theory and method moves to the highest level of abstraction, trying to find basic laws of social experience.

At the end of these 12 months and 48 credit hours the student should have an excellent grasp of the social sciences.

A Closer Look at the TV Approach

The TV courses, which are described in greater detail in the appendix to this report, offer an insight into the educational philosophy employed.

The ethnic studies TV course is self-consciously inter-disciplinary, focusing on the total person and the community, rather than on aspects of the two preferred by each discipline. Introduced are such basic concepts as community, person, culture, assimilation, aculturation, population movements, community formation, inter and intra group relations, class, race, institution, etc.

Data is presented on who lives in America and what tools have been developed to collect and analyze this data. Also considered are the melting-pot and pluralist concepts and the three approaches to ethnicity: the spacial-geographic, the time-historical, and the problems-social issues.

Other facets considered are family, development of the person, culture, community, people-institution relations, institution-institution relations, and people-people relations. The course also looks at the formal and informal power relations, economics, and where social sciences are at and what they still must do in this area of study. A wide variety of case studies is presented.

When this course is completed the students have seen aspects of all social science disciplines in action and will have applied the social sciences to an area in which they have had massive life experience.

Building Up Educational Skills

Woven into this conceptual-informational approach is a systematic skills development process. In the area of writing, the student has to write four short papers and one medium length paper for this one course during this one quarter.

The first is a family tree and work history of the student's own kin group.

The second is a description of an important celebration or holiday, with an analysis of roles and group interaction patterns, and the use of symbols and rituals.

The third paper is an analysis of the ethnic composition and interaction of the student's community and workplace.

The fourth is a description of some form of field trip into an ethnic community.

The medium length paper is an analysis of the course and an evaluation of its various components.

These types of papers, carefully read and solidly critiqued, start the student into the writing habit. To meet the fifth paper's requirement and the occasional quizzes given by some of the instructors, the student must do the readings which accompany each week's TV programs. From time to time the faculty may change these assignments and every four years a new ethnic studies TV course and readers are to be produced.

The content and approach of the conference and seminar courses have much greater variety than the TV course, but as described in the earlier section of this report, they too have built-in skills, goals and processes. The description of the conferences are in the appendix to this report.

Second Quarter Focus on Work

Work and Labor puts the second-quarter focus on the changes over time and the differences between societies in the production and distribution aspects of life.

While ethnic studies clearly introduces the student to the notion that there are different cultures in the world, work and labor starts off by indicating that there are different societal forms -- tribal, feudal, market, and post-market -- in which work and labor have quite different meanings. Sociology, history, and economics, and to a lesser degree political science, law, and anthropology are part of this quarter.

The changing structure and institutions of society are dealt with. In the historical section of the TV course, the focus is on the changing nature of work in relation to the technology and economic system and the resulting changes in the nature of the worker and of economic, social, and political institutions, the rise of industry and the organization of labor, the application of science to the work process, and the growth of overall economic and social planning. The work ethic, work and identity, and other current issues are dealt with in the latter part of the TV course.

Conflict Is the Third-Quarter Focus

The third quarter focal point of international and domestic conflict deals basically with the behavioral sciences -- psychology and political science. International law, diplomatic history, social history, and comparative government also play an important role in this quarter.

Students start with theory and taxonomy of conflict and violence, then look at the nation state and the world system in total conflict -- World War I, World War II, and the possibilities for World War III. The focus then shifts to regional conflicts, from there to conflicts within the nation state -- communal, class, revolution, counter revolution, and the growth of the nation state including the spread of the western nation state and anti-colonialism. This part of the course is also designed to give the student a basic historical framework and view of the world system.

The second half of the course deals with social psychology: the roots of conflict and violence, parallels in human and animal research, crime, homicide, suicide, political assassination, frustration, authoritarianism, reactions under scarcity and stress. Theories, experiments, and demographic data on conflict, aggression, violence, frustration, and group conflict are presented. Psychological and sociological variables in aggression, conflict, and conflict resolution conclude the course.

The conferences and workshop/seminar courses vary quite a bit and allow for a more careful examination of one aspect of the quarter's focal point.

The theory and method course deals with how human society has been organized over time and space, and how people have thought about society, and what theories and methods have arisen from this process.

Elements in the Humanities Year

The approach to the humanities is based on the following four elements:

First, students discuss what is meant by the quality of life and what is meant by folk, classical, and mass culture. In this context, an overview of cultural institutions, artists, cultural workers, and art forms is presented.

Second, the focus is on the role of imagination in the humanities. How does an idea or theme survive through centuries adapting itself to different times and different art forms.

Third, there is consideration of form, the impact of a specific art form and its technology on content.

Finally, these three approaches are consolidated into a discussion of art history and criticism.

Obviously in the duration of four quarters all cultures and art forms cannot be covered, but provisions can be made for sufficient experiences to open up the humanities to students.

The TV course for the first quarter "The Quality of Life: Folk, Classical, and Mass Culture" begins with Maslow's hierarchy of needs, a discussion of what one means by self-actualization, the experiential approach, quality of life, and the city's role in culture.

Then the three types of culture -- folk, classical, and mass -- which coexist in our urban environment, are considered, followed by an analysis of cultural institutions, the role of the artist, and what is meant by form and content. This TV course concludes with a consideration of the concepts of cultural action and cultural workers.

The TV course for the second quarter deals with the arts of the imagination. The Faust Legend, a theme central to Western culture, was chosen and developed by Bockstael as the content idea to be followed through various epochs, art forms, cultures, and societies.

It was put together, starting with the actual life of Faust and the Theophilus legend, then going into the Folkbook, the Puppet play, and the ballad, from there to Marlowe, Goethe, Berlioz, Gounod, into the art forms and artists of the 20th century. Finally this legend is discussed and compared with the various art forms that have used it to myths and art-forms in non-western civilizations. It is felt that this approach provides tools for the humanities while allowing the student to really get into a specific content.

The TV course for the third quarter deals with the performing arts, in this case the film, analysing its various elements, techniques, and history.

The fourth quarter deals with art history and criticism. Conferences and seminars have varied greatly in relation to the interests of the students and faculty.

Science/Technology Year Explained

What follows is a description of the Science/Technology Year, as presented by Harold Stack, coordinator of the UAW Science/Technology module. As Stack put it:

Our goal in the basic course is not the production of physicists, biologists, or mathematicians, but the development of adults who will be scientifically literate. This can best be understood by using the concept of science literacy formulated by Benjamin S. P. Shen*

As elaborated by Shen, science literacy takes three forms: practical, civic, and cultural.

* Benjamin S. P. Shen, "Science Literacy," American Scientist, 63 (1975), 265-68.

Practical science literacy enables students to apply practical scientific knowledge to their lives. Obvious examples of this are found in areas such as nutrition, health, safety, and energy conservation.

The aim of civic science literacy is to deepen student understanding of the science-related issues confronting an increasingly technological society. These include issues such as a national energy policy, environmental pollution, and biomedical ethics.

Emphasizing that science is a human enterprise, cultural science literacy enables the students to see science as a dynamic process, historically conditioned by and in turn conditioning the culture of which it is a part. It leads to an understanding of the structure and content of science, and to an appreciation of the nature and limits of scientific explanation.

To implement the goal of science literacy, the science and technology staff evolved a four-quarter course sequence in which students take three courses each quarter for a total of twelve courses. Each quarter is organized around a general theme, with each course emphasizing a different dimension.

Scientific Concepts Introduced

The fall-quarter course, Energy, Technology and Society, is organized around the concept of energy. Students are introduced to the underlying scientific concepts, the basic technological processes, and the environmental, economic and social issues involved in meeting the energy needs of modern industrial society. Topics studied include the laws of thermodynamics, nuclear reactor design and safety, energy conservation strategies, and energy policy alternatives. In addition, students are required to do a variety of "home experiments" in which they analyze their own energy consumption patterns, and make recommendations for improving them.

Science and Ecology, the winter quarter course, is designed to present an overview of the basic characteristics and processes of living systems, and an introduction to the social and ethical implications of advances in biology and medicine. Students study not only scientific topics such as cell theory, genetics, immunization, evolution and ecology, but also policy issues such as

genetic screening, human experimentation and euthenasia. Again, a variety of "home experiments" are required. These include performing human genetic surveys, and analyzing the diet with regard to nutrition and intake of substances such as food additives and drugs.

Emphasizing that technology is a human activity reflecting society's needs, desires and values, the third quarter course, Values, Technology and Society, examines the evolution of technology, its influence on contemporary life and the ways it has influenced planning for alternative futures. It introduces students to modern decision-making techniques such as cost/benefit analysis, game theory, modeling and systems analysis.

Building on the three previous quarters, the last quarter course, Theory and Method, was not fully developed at the time of this writing, but the basic concept was to increase an understanding of science by a study of the historical and philosophical context out of which it grew. Thus the course is to emphasize the origin and development of scientific concepts, their decay and displacement by other concepts, the nature of scientific inquiry, and the tentative character of scientific truth. It emphasizes, also, the manner in which science shapes the culture in which it is immersed, as well as the manner in which that culture determines the nature and scope of the science embedded in it. It achieves this through an examination of the evolution of physical theory, from Greek antiquity through the development of classical Newtonianism, the subsequent decline of mechanism and the increasingly abstract formalization of scientific laws in the early twentieth century.

How the Content Is Delivered

The structure of these courses is as important as their content. Each quarter's curriculum uses three different formats: a TV course, a weekly seminar/workshop course, and a conference course.

The TV course has proven highly effective in transmitting information, and in making available normally inaccessible resources. In general the TV course is used to provide the scientific and technical materials underlying the quarter's work. In Science and Ecology, the TV course presents the biological principles of genetics, evolution and ecology. The TV programs are supported with a text, program notes, and self-evaluation questions. In addition, time is allocated during the workshop course for students to raise questions about the TV materials.

While building on the material presented in the TV course, the workshop course uses the small-group discussion format to develop the students' ability to analyze the social and ethical implications of scientific and technological advances. In the Science and Ecology course, the workshop readings consist of a collection of articles exploring biomedical issues such as genetic counseling, psychosurgery, human experimentation, and euthenasia. Each week students are assigned a set of articles designed to focus discussion and debate around a specific issue such as population control.

Complementing the workshop and TV course, the conference course provides students with an intensive introduction to another dimension of the course theme. The Science and Ecology course has held conferences on death and dying, on health, medicine and society, and many others. The conference course enables the program to supplement the expertise of the staff and introduce the students to a variety of viewpoints. It also provides an opportunity for the different divisions of the program to cooperate in developing inter-disciplinary conferences considering issues from the perspectives of the humanities, social sciences, and science and technology.

A Need to Strengthen Skills

The students in the program have heterogeneous backgrounds, and their preparation in the natural sciences and mathematics is most diversified. Although a number of students come with a variety of technical skills, most of the students are years away

from any contact with science and mathematics. As in the area of communications, there is a need to strengthen mathematical skills.

As conceived by the science and technology staff, these include the specific skills necessary to master the scientific materials of the curriculum and the more general skills necessary for citizens of a technological society. Among these are simple algebraic manipulations, the use and interpretation of various graphing techniques, and the use and interpretation of statistics.

To facilitate the development of these skills, the staff has made them an integral part of the curriculum, particularly through the "home experiments." In addition, they are developing an individualized tutorial service in which tutors are regularly available to students on campus, at the various classroom locations, and by telephone.

The students learn best by active participation which is most suited to the workshop/seminar course. Each week the students are assigned a set of articles providing background information and different perspectives on an issue such as genetic screening, and a specific debate topic such as hemophelia. These materials provide the basis for group discussion, structured debates, and value clarification exercises. This strategy has proven successful both in developing the students' ability to analyze complex policy issues, and in enhancing their skills in verbal communication.

The Challenge on Staffing

Both the nature of the student population and of the curriculum have important implications for staffing. The team-taught inter-disciplinary character of the curriculum requires a staff balanced in regard to special competencies. The science/technology staff, for instance, includes physicists, biologists, historians of science, mathematicians, engineers, and physical anthropologists.

It also requires faculty with wide intellectual range and capacity for close collaboration. Faculty must be willing to transcend their special disciplines and develop competencies in a number of additional areas. Similarly, faculty must be able to work with and learn from their colleagues in both curriculum development and teaching.

Faculty must not only be effective in teaching, but also skilled and sensitive in dealing with the special needs of the adult working student. These circumstances require a well-formulated program of faculty orientation and development. To date, the response to this has been the traditional staff meeting and occasional faculty seminars. This is hardly sufficient and other avenues are being considered.

While much remains to be done, the science and technology staff has succeeded in developing an interdisciplinary, team-taught course sequence designed to develop adults who will be scientifically literate. Utilizing a variety of delivery systems and teaching strategies, the curriculum enables the students to apply this practical scientific knowledge to their lives, deepens their understanding of science-based policy issues, and leads to an appreciation of the nature and limits of the scientific enterprise.

The goal: "To guarantee that the program will not cost the home institution a penny ... and protect the program from ... politics ... during the experimental period."

HOW TO DO IT .. IN DETAIL!

Without intense institutional commitment, there is no way of implementing a program with the avowed goals of the Weekend College concept.

It take cooperation. It takes planning. It takes setting of goals. It takes structuring a delivery system, curriculum, and organization, and finally it takes careful activation of the total effort.

There are specific steps to be taken, and in the next few pages these will be laid out for those who would wish to develop such an experimental program in their own institution.

There are some basics to consider.

First is establishment of the authority to grant a bachelor's degree upon completion of the program's curriculum. This means being able to grant a bachelor's degree directly or being able to become an autonomous unit of an already existing degree granting part of the institution.

It also means course by course approval of the curriculum and autonomy allowing decisions to be made on the basis of the program's (student and staff) needs within general institutional constraints. Course approval forms developed at Wayne State can be adapted to other institutions for this process.

Second, a formal budgetary-staffing agreement and procedure must be set up. The program should retain 100% of its tuition revenues and have the right to use them according to a prearranged staffing formula, with the right to carry-over surpluses or deficits from year to year during the five-year experimental period.

This arrangement can guarantee that the program will not cost the home institution a penny* while at the same time protecting the program from the budgetary politics of the home institution during the experimental period.

Third, personnel should be on contracts of normal length, counting towards tenure and promotion, with decisions made within this new unit. Based on the enrollment and the resultant tuition revenues, the staffing formula should function automatically.

Putting the faculty on the same status as those in other units gives them the security to do their job in response to student needs. Such a staffing formula insulates the program during the experimental period from the psychological and political environment of the home institution as long as the tuition revenues of the program cover its costs.

Fourth, students entering the program must have the status of fully admitted and matriculated students. Their performance in the first year should be the basis of evaluation for their continuing in the program.

These four elements constitute the necessary legitimization of the institution's commitment to the program, and are critical for planning and rational behavior.

Goals and Plans -- and Setting Up a Budget

For those desiring a modest beginning, setting up one social science module of 160 full-time students for the first nine-month period is recommended. This module would be so organized as to lead to a humanities and a social science module for the following year or more rapid expansion if desired.

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* In most cases the home institution will gain financial benefits from such an arrangement. These benefits include: head count funds from the state, absorption of fixed institutional costs for personnel and services, bookstore, parking, food services and other net revenues, overload income to faculty and staff of other units.

The budget plan which follows is based on the following assumptions (which should be adjusted according to the realities in a particular institution):

Students are registered for 12 quarter credit hours for three quarters.

Tuition is $1,000 for the three quarters, with 50% of these students enrolled for a summer quarter.

Sixteen full-time students make up a group (or class) and a full-time faculty load equals two such groups, with the faculty member being responsible for 4 credit hours of TV, 4 credit hours of conference, and 4 credit hours of seminar/workshop for each of these 32 students per quarter or a total of 1,152 credit hours.

The effects of this goal can best be seen through the following budget:

INCOME

10 groups of 16 students = 160 @ $1,000 for 9 months	$160,000
5 groups of old + 10 groups of new 240 @ $333.33 summer	80,000
TOTAL INCOME (excluding publications, VA)	$240,000

EXPENSES

4 full-time faculty (2 grps each, except coord 1) (one senior, one middle, two junior-fringes + 9 mos.)		@$16,000	$64,000
3 part-time faculty (1 group each)	9 months	@ 5,400	16,200
15 summer sections*	summer	@ 1,800	27,000
1 communication skills specialist	12 months	@ 16,000	16,000
1 additional communications specialist	summer	@ 4,000	4,000
1 student services specialist	12 months	@ 16,000	16,000
1 additional student services	summer	@ 4,000	4,000
1 secretary	12 months	@ 10,000	10,000
1 additional secretary	summer	@ 2,500	2,500
Sub-Total Personnel (including fringes)			$159,700

* Summer full-time pay (fringes not needed) whatever the rank is = $1,800 x 2 = $3,600

TV 4 shows rented @ $4,000	$16,000
TV Air-time:	
1 showing free 2 rented 55 programs x $50 x 4	22,000
Conferences 8 @ $2,500	20,000
Supplies, Equipment, Rent, Phone, Print, Recruiting, etc.	22,300
Sub-Total Non-Personnel	80,300
TOTAL EXPENSES	$240,000
TOTAL INCOME	$240,000

In addition to this budget, there is a need for a rotating fund for readers and books and a VA budget based on VA funds provided on head count to service veterans, to be used for VA staff person and secretary. Admission fees of students cover admission costs; there is also a revenue source from students who take only the TV course.

There are also two cash flow conditions. One deals with the timing of tuition receipts and payments for expenses, handled by normal institutional procedures. The second deals with cash flow of 9 months in the first fiscal year and cash flow of the summer quarter. During the first 9 months there is a short fall (cash flow) of $25,900 which is balanced by a $25,900 surplus during the summer.

And Now -- on to the Planning Steps

Ten planning steps follow the acceptance of a budget.

1 - Recruitment: Advisory Committee

If the goal of the first year is a module of 160 full-time students (able to pay tuition or receive tuition support) then the recruitment goal for the first quarter is 10 groups averaging 16 students each.

Five recruitment areas are recommended, each designed to come up with an average of 2 groups of 16 and, ideally, serving as the start of a long-range feeder system. A small advisory and support committee should

be established in each of the 5 areas, with these 5 committees making up an overall advisory board.

The function of each committee is to get institutional clearance and support, do internal recruitment and P.R. (in concert with media P.R.) and help adjust and adapt the curriculum and various procedures to the students from their area.

The five areas seen as good starting points, based on the Wayne State experience are: one industrial union with a strong commitment to education, zeroing in on one local with the strongest potential, with one section for each shift; one major white collar industry with tuition rebates (like the phone company, the banks, etc.) with a goal of two sections; one major community organization or institution (like the library, museum, Y's, etc.) with the goal of two sections, each at a different time and location within that one system; one major public agency with a strong commitment to education for staff and tuition rebates (police, fire department, parks and recreation, social welfare, health, education, etc.) again with a goal for two sections, and finally two on-campus sections for students responding to a general public relations and recruiting drive or those unable to make it at the times and places of the above four.

Continuous and regular contact with and participation of the advisory and support committees is most important.

2 - Clearance with the Veteran's Administration and others.

Discussions with on-campus VA officials, officers of the target organizations and institutions, and with the University financial aids and bursar official is most important. Specific procedures should be one of the goals of these discussions and agreements.

3 - Recruitment Hand-outs.

Specific leaflets, program brochures, and the basic program document for organizations, institutions, and individuals should be designed, checked with the advisory committee and run off in sufficient quantities. Feedback and effectiveness evaluation should be part of this process.

4 - Basic Forms.

Recruitment, orientation, admissions, tuition payments, evaluation, advising, demographic information on students and staff, student program development (for the 4 or 5 years), evaluation and research all require forms and procedures which must be obtained or produced and field-tested. Copies of these forms should be in the handbook and all faculty and staff should be familiar with them.

5 - Plan and Test.

Once the forms and processes have been planned, a dry run should be done both for training the faculty and staff and for making the process as complete and painless as possible. Flow charts should be prepared and tested from initial contact to final processing in the central administration, and the time used by students and the work load for staff should be calculated in this context.

6 - Plan the Recruitment Campaign.

A detailed plan for the recruitment campaign should be prepared and submitted to the advisory committees and staff. The plan should have three elements -- public relations and media campaign; word-of-mouth and personal contact, and the training of staff and community recruiters.

For the media campaign the best beginning would be a press conference by the President, including among those present the Board of the institution and the advisory committees of the program. The conference would be to announce the degree and to invite the community to register. Invitations should go to the major media, the community media, and, importantly, to editors of the house organs of the institutions from which the students are to be recruited. TV and radio appearances should be arranged, press releases written; posters, brochures, and leaflets prepared, and distribution carefully planned.

But a media campaign is only a reinforcement for a carefully planned person-to-person campaign. All members of the faculty and staff should be expected to participate. Advisory committees are critical at this point, first for orientation sessions for the staff of their institutions, and second for having staff help in the recruitment.

The goals of the program, the interest of the institution, and the specific recruitment goals and procedures must be clearly spelled out. This is a painstaking task often involving much effort which results in only two to three recruits from one meeting, sometimes none. In the long run there is no substitute for this kind of effort.

Remember that you have a staff of 4 full-time and 3 part-time faculty, 1 communications skills specialist, 1 student service specialist, and 1 secretary. That means 10 recruiters, or 2 per target area, or 1 per seminar/workshop class. In addition the advisory committees are working with each of these groups of two staff people and even potential students can be considered as recruiters.

In planning for the recruitment, assume one month gearing up and one month for the campaign.

For the first month a carefully drawn up orientation and training plan for staff and advisory committees is most important, as is a detailed plan for the media and word-of-mouth campaign. Flow charts, calendars, and work load estimates are all part of drawing up these plans. The availability of a recruiting film (which US/WC has) is immensely helpful.

7 - Overall Plan.

Having developed the various elements of an overall plan, the next planning task is to make the overall plan.

This plan would include recruitment, orientation, registration, admissions, payments, evaluation, counseling, instruction, and staffing. Deadlines, flow charts, work loads are all part of this planning. The plan should be the product of staff thinking, but it should be checked out with the advisory committees and the central administration.

This overall plan by being part of the workbook and part of the staff training program is a key element in a conscious, professional, and democratic approach to the program. It is also critical for any serious evaluative approach.

8 - Research and Evaluation.

The first part of this task is to plan for an automatic process of recording the history of the program based on basic documents, memoranda, budget, demographic information, student papers, faculty reports, class descriptions and syllabi, information drawn from the registration and other processes. This information, partially archival in nature, should serve as the underpinnings for any evaluative procedure.

The second part of this task, depending somewhat on resources, is a general research strategy based on evaluative instruments currently available and specific faculty, staff, and student research projects.

9 - Systems Analysis and Evaluation.

By this point in the planning process one should be able to correctly lay out the system, the flow and phasing of events, the flow of paper, and a variety of feedback procedures, including such items as responses to phone calls, letters of inquiry, etc.

Instruction, student services, general educational environment, linkages to other systems, life condition of participants, can all be taken into account.

10 - Ideal Timing.

It would be ideal to have a three-month planning period, with staff being selected during the following three months.

How to Set Up Details of the Structure

Having laid out a plan and explained it in detail to all involved, the next stage is setting up the structure.

1 - TV: Air Time.

Contact the local commercial and public stations, trying to obtain free air-time from the commercial stations at 6:30 a.m. and after the late-late show, Monday through Friday, and any other times they might be willing to offer.

With the public broadcasters arrange for 6-6:30 or 7:30-7:00 p.m. Monday to Friday and 9 to 11:30 a.m. Sunday free or at $50 per half hour. If successful you will be able to offer students four options for viewing during each week, including a review session on Sunday morning.

The arrangements should be made as soon as possible in view of the 6 to 12-month lead time in programming for most TV stations.

2 - TV: The Programs.

Arrange with US/WC for rental of the 4 TV courses both in the 2" broadcast tapes and the casettes. Arrange for transportation of the tapes, and for play back casette equipment.

3 - Conference Facilities.

Arrange for facilities for the 8 weekends chosen for conferences. Facilities should have large lecture hall, small rooms for discussion groups, access to food, lounging area, audio-visual equipment, and parking. Ideally these facilities should be free of charge and at least some conferences should be on campus so that students have an exposure to "their" University.

In picking dates be careful to check for holidays and other conflicts and try to avoid early or very late dates in the quarter which would overload the students in relation to their other course work. Day care facilities and events for other family members are desirable.

Audio taping of lectures and presentations for those who for health, family, or work reasons are forced to miss part of the conference is also an important feature.

4 - Class Room Space for the Seminar/Workshop Class.

Check with support groups and define likely times that are convenient for students, then reserve space on campus, at union halls, libraries, etc. Maintain close contact with those offering space so that janitorial services, light, heat, security and other costs for supporting groups are kept to a minimum. It is also important to point out to hosts that use of the facility will be continuous (weekly) for at least a year.

5 - Office Space.

Arrange for office space for staff and student organization if possible on campus. Most importantly, space should allow staff to be in one place and should be such that future expansion is possible.

At this point, give the 160-student module you will need the following office space:

One office for the director-coordinator.
One office for the student service coordinator with counseling area.
One office for the communication skills specialist with counseling area.
One office for secretary and records.
One office for the two junior faculty members.
One office for the middle level faculty member.
One office for the student organization.
A staff meeting room.
A utilities and duplication room.
A waiting area.
If possible office space for the part-timers.

Arrangements for furniture, phones, mail, equipment, stationery, security, janitorial services, heating, lighting, air conditioning, toilets, etc., are part of this step.

6 - Governance.

Faculty-staff and student organization structure, meeting dates, agenda and minutes arrangements, and by-laws should be prepared, using the Wayne State model for the first year, to be adapted to local conditions at the end of the first year's experience. Specific dates and procedures for change might be included in these temporary rules.

7 - Basic Documents.

A handbook (loose-leaf) of basic information and documents, calendar, procedures manual, etc., should be prepared for all faculty and staff, and another one for students. Basic reference works and documents, staff roster with short biographical statements, the handbook, basic forms, and order forms for materials should be given to faculty and staff in the context of a basic orientation and staff training program. Subsequent agendas, minutes, memoranda, etc., should fit into the loose leaf handbook.

Basic readings, syllabi, class lists, grade sheets, and basic information to students should be part of this document.

8 - Selection of Staff.

Formation of a highly professional and flexible team is key to the success of the program. The coordinator/director must believe in the program, have solid academic and inter-disciplinary credentials, understand the basic condition of the potential students and their institutions, know the University, and be able to form a team to be the core of one of the institution's major programs.

The institution must provide the director with the authority to do the program ... the type of authority usually associated with the title of Dean of College or Director of an autonomous program.

The Director/Coordinator then will proceed to hire the rest of the faculty and staff, with the timing depending on local conditions.

There must be a clear understanding of a number of points as a condition of hiring:

a) The team nature and commitment of the program.
b) Commitment to self-training and evaluation.
c) Cooperation and participation with students and their organizations and institutions.
d) Commitment to students.
e) Commitment to and chance for professional and intellectual development.
f) Opportunity for promotion and security within the program.
g) Commitment to governance rules and procedures.
h) Ability of the team to adjust the program and procedures to the environment.
i) Specific division of labor in the staff but also common responsibilities (recruitment, orientation, etc.) not generally associated with many faculty and staff positions.

If possible, the faculty initially hired should have the education and experience to become the coordinators of the science/technology, humanities, and advanced studies units as the program develops. The part-time faculty members should consist of both academics and highly qualified people who have full-time positions in labor, business, media, etc.

9 - Staff Training and Orientation.

An orientation and basic training procedure should precede the beginning of each quarter, with training and evaluation sessions spread at regular intervals during each quarter. Some of these sessions should be held with central administration and personnel from other units with which the program will have to deal.

Procedures, flow charts, registration forms, admission, fee collection, transcript evaluation, recruitment, orientation, student advising for the plan of study, records, grades, budget, personnel, and general information forms and procedures should all receive a "dry run" during these orientation sessions, and role-playing, simulation techniques are all part of this. Faculty student service, communication skills, and secretaries should all participate, as they should become key organizers as the program expands.

10 - Curriculum.

It is most important to view the curriculum in terms of a 4 or 5-year time period, a 4 or 5-year developmental program, rather than as a collection of isolated courses or even isolated years.

The first three years of the program consist of 12 quarters, 36 courses. During this period there are at least 12 books of required readings for the TV courses (often more than one volume per course), 24 required readers for the conferences, a minimum of 36 required books, and some basic reference works which all students are to have and use. Thus during the first three years of the program, the student will have a minimum of 80 books to read and master, 6 to 7 per quarter, or 100 to 200 pages per week.

In planning the curriculum one of the questions should be, "what are the 80 books that should be read and how can these readings be used to increase the reading and analytic skills of the student?" While the individual instructor has the final say over the readings in the Seminar/Workshop, guidance through faculty discussion is not in contradiction with this principle.

Other activities of the students in relation to the curriculum are viewing and reviewing 5 half-hour TV programs per week, a 4-hour seminar/workshop, two weekend conferences per quarter, plus activities related to the skills lab.

The TV course requires 3 or 4 short papers plus one longer paper and course evaluation. The conference course requires one presentation at the conference, notes of conference observations, and an evaluation paper. The seminar/workshop requires a major paper submitted at various steps during the quarter. This makes a total of 84 papers during the first three years the student spends in the program.

The curricular structure is developmental. Skills, concepts, data, methods, and theories learned in one quarter are the basis for what follows and are used again and again in a planned fashion. This is one of the reasons for the tight structure of the program.

The built-in self-evaluation and other evaluation procedures, the modular structure, the control over seminar/workshop and weekend conference courses, and the skills lab should provide all the necessary flexibility to adjust the program to individual and group needs and desires.

The faculty and staff participate in the curriculum planning process, studying the TV course, organizing the conference and seminar/workshops, setting up the skills lab. While a specific division of labor and organizational leadership in these areas must be made clear, it must also be underlined that all are responsible for the entire program and environment.

The staff must also be familiar with the students' workload in the program and the other demands on the students' time.

Once this has been accomplished, books and other items are ordered, and a delivery system to the students planned.

How to Activate the Structure

Staff has been hired. Resources are in place. Detailed plans and procedures have been developed and pre-tested. Regular meetings have been set up for the group and a report-back system, both for the group and with the central administration and advisory committees, is ready.

The division of labor, budget, and procedures have now been made as clear as possible and each meeting has an agenda and a well-thought through report-back procedure. Regular reports, careful record and bookkeeping, and the availability of this information are not only necessary for a professional atmosphere but allow the meetings to focus on curricular, pedagogic, and intellectual issues. The sharing of administrative information comes primarily through use of the written word.

The structure is now ready for activation.

During the first month of operation the following tasks are the main arena of activity:

1 - Activation of the delivery system -- air-time, conference facilities, seminar classes, skills lab, office space, supplies and equipment.

2 - Activation of the curriculum.

3 - Keeping the organizational structure moving along -- agendas and written reports preceding meetings, minutes following them; keeping tabs on commitments and progress of plans; keeping records and budget in order.

4 - Maintaining liaison with the home institution which is the task of the director and includes regular reports and clear-cut functional linkages with all central administration units into which the various functions of the program feed; i.e., central records, admissions, registrar, bursar, financial aids, veterans' affairs, etc.

5 - Maintaining and developing linkages within the home institution and the community.

These then are the steps necessary for launching the program without the initial heavy investment in TV production and in doing something completely new.

Using one of the people from the existing US/WC program as a consultant or as a visiting staff member might also prove helpful, as might collaboration of a number of institutions in launching the effort.

"... The faculty would have to learn to deal with types of students they never had before. And they would have to do as much learning as teaching..."

GETTING TO KNOW THE VETERAN

Paul Fiedler is a short, sandy-haried, intense law school graduate who suddenly found himself in the midst of an educational experience that has had him alternately soaring and seething.

Fiedler was coordinator of the initial Veteran's phase for Wayne State's Weekend College, and in the 1975-76 school year, 72 per cent of the 3,600 students in the program fit that classification. That made his spirits soar because if ever there was an advocate for the veteran, Fiedler is it.

But he seethed when he recalled his early days in the Weekend program, and the trips he took as counselor and coordinator of the vet activities.

"It became apparent to me that the educationally disenfranchised of this country have been relegated to the plants, factories, prisons, and to the care of social service agencies," he snapped. "Otto Feinstein's concept helped to tap the veteran source in large numbers because he developed a delivery mechanism for education to enable the educationally deprived veteran to get access to an education."

Fiedler, who feels profoundly that we have tended to designate a certain faction of our population as "cannon fodder," began working on counseling draftees-to-be in the late 1960's as a student in Georgetown University, came to Detroit in 1970 because his ex-wife was from the city, and began studying at Wayne State's law school and working as a student assistant in veterans' counseling in September, 1971.

We Doled Out the Benefits of Education

Programs were established, Fiedler pointed out, that were designed to steer veterans into the many community colleges but the approach proved ineffectual in attracting large numbers because the institutions accepted veterans only on their own terms, he insisted.

"There were the traditional academic structures to contend with, and veterans had to meet admission criteria, and there were time constraints, particularly with the married vet with children," said Fiedler. "It was a self-defeating and limiting approach," he suggested, if the goal really was to interest veterans in education.

At no time were there more than 200 to 300 veterans involved in the statewide outreach effort, according to Fiedler, until 1973, when Feinstein came into the picture as director of the Weekend College program. Fiedler, who was working for Hal Donaldson in the Wayne State veterans office, shifted to Weekend College in November 1974, after recommending a veterans office setup for the school.

"People simply didn't appreciate the significance of what had been uncovered," says Fiedler of the veterans' interest in the Weekend College program, and it was disconcerting because large scale recruitment was stymied with a limit set on enrollment, or as Fiedler said, "We doled out the benefits of education to people."

Fiedler pointed out that the veterans had one element of homogeniety.

"They all came from deprived groups," he said, "but their needs and attitudes were different from the normal college student. The faculty would have to learn to deal with the types of students that they never had before. And they would have to do as much learning as teaching so the classroom modes would have to change."

Thousands Cut Off -- For Lack of Program

The real tragedy, as Fiedler sees it, is that thousands of veterans who are now being cut off from benefits forever, were not in a position to use them in the past because they never had the viable avenue which the Weekend concept offers.

"Higher education simply addressed the veterans problem on a small scale, a token," said Fiedler. "Wayne State's Weekend College program is the largest veterans program by far in the country because we're providing true access."

Thousands of veterans were cut off as of June 1, 1976, because Congress refused to extend benefit rights for which those who had served at least 181 consecutive days, had an honorable or general discharge, and were separated after January 31, 1955, were eligible. Another limitation (the one not extended) was that vets had to take their schooling within 10 years of separation or before June 1, 1976, whichever came last.

Benefits range from $270 per month for a single person to $366 per month for a veteran with a wife and child. Veterans also receive $22 for each additional dependent. Out of this amount, the veteran pays for his tuition and books and keeps the remainder.

Tuition for the 1975-76 year for a full-time Weekend College student for a quarter ranged from $285 for a freshman or sophomore to $309 for a junior or senior, and an increase of at least 10 per cent was planned for the following year.

For some, admittedly, the benefits meant extra income, and there were those among the students who frankly said that they were enrolling in the Weekend College because "it amounted to a part-time job." By and large, however, veterans found the value of the educational benefits were enhanced, in real terms, by their own personal development and growth.

A Need to Take People "As They Are"

Fiedler is an unabashed supporter of the curriculum concept of the Weekend College which he sees as vital because it is looking outward.

"There are those who say that the program is diluting the quality of the university," he said, "but the fact is that these critics focus on themselves and what the university means for them rather than on the needs of the community. The question is how can we upgrade the quality of life in our communities, and it is well for us to keep in mind that the traditional programs involve many disciplines which might be worthy for a cultural renaissance but are losing their relevance in a technological society."

Fiedler feels that educators should start "taking people as they are" and service their needs. "But don't eliminate the level of performance you want people to achieve. Let's provide a skill upgrading procedure for those needing it -- but if we dilute their education, we are lying to people."

Fiedler emphasized that he felt "faculty deprive themselves in not exposing themselves to older students."

"In fact, some union halls are being used for so many classes that some (union) members even grumble that they're being crowded out..."

APPROACHING THE MAN ON THE LINE

In a very real sense, the veterans program works hand-in-hand with the approach to the working man, for much of the recruiting for the Weekend College is done at the grass roots level.

The recruitment strategy from the beginning was designed to reach pilot groups which would work as feeder systems, much as the high schools and community colleges function in relation to other parts of the university.

Approaches were made on a wide range -- to industrial nurses, manpower specialists, social workers, ethnic groups and organizations, the Y's, the GM Tech Center, Catholic Social Services, the Detroit House of Corrections, the Michigan prison system, Ypsilanti community organizations, Detroit city agencies, Model Cities groups, Child Development Aids, VA hospitals, court employees, postal workers, sheet metal workers, building trades groups, Michigan Bell, the United Auto Workers, and many, many others.

Said Feinstein:

"The amount of time invested in recruitment was gigantic and considering the size of our staff, it was of heroic proportions. Visits were made to groups to explain the program, then to receive approval of top officials, then to work with them on their own recruiting drives, and finally for orientation meetings where the program was explained to potential students."

One very personal contact by Feinstein himself proved critical, and helps to illustrate the uniqueness of the effort that activated the college.

At 6 o'clock one Sunday morning in September 1973, the incessant ringing of the telephone awakened Feinstein. It was the call that opened the door to full-fledged involvement by the UAW in the program.

"A former student of mine, who was downtown for a meeting of the Local 22 Executive board in connection with the negotiations that were going on at the time, called and suggested that I come downtown and tell the men about the program," said Feinstein. "If it hadn't been for a nudge by my wife, I think I would have forgotten about it, but she nudged and I got out of bed, dressed, and headed for the meeting."

At breakfast, Feinstein spelled out his idea and the men, members of the Cadillac Division local, bought it, launched a recruiting program, and even had the president of the local enrolled before it was over. Three classes were organized, and Feinstein himself taught them, until he was able to line up an additional instructor.

Expanding the Connection with the UAW

Later, at the suggestion of Carroll Hutton (UAW Education Director), Feinstein met with the education directors of the four UAW regions in Metropolitan Detroit, including Vince Bruno of Region 1A.

Bruno made it a point to drop into the Local 22 classes at Cadillac to see what was going on when classes started that January, helped to sell the concept to others, and became one of the leading proponents of the program.

In that connection, a little known fact is that United Automobile Workers (UAW) contracts provide for tuition reimbursement for workers of up to $900 per year for courses completed at accredited colleges and universities, secondary schools, and approved trade and vocational schools. The principle of the Tuition Refund Program was established in 1964 negotiations, and is only one phase of an effort by the Auto Workers union to lift educational levels among its members.

"After all, we're dealing with college-trained people all the time in our discussions and negotiations," said Bruno, the education director of the UAW's Region 1A which includes 70,000 members, 30,000 of whom belong to Ford Motor Co. Local 600, the largest local union in the world. "In fact, I got so enthused," he added, "I enrolled in the program myself." He got his degree in June, 1977.

Bruno said an important breakthrough came at a meeting set up with representatives of the auto companies and the Michigan Employment Security Commission (MESC) to clarify contract provisions covering refunds, particularly for those getting unemployment benefits. It was agreed they were eligible and there followed a major surge in enrollments.

"In fact, some union halls are being used for so many classes that some members even grumble that they're being crowded out," said Bruno with a chuckle.

Why Unionists Expand Horizons

Bruno himself turns out to be close to the perfect example of the type of student for whom the Weekend College has been structured.

Born and raised in Italy, he came to the United States when he was 16, went to high school in Dearborn and got into the apprenticeship program at the Ford Motor Company where he also became active in union affairs. He was enrolled in Wayne State's non-credit labor school which was designed to give potential union leadership background on the union movement, negotiations and the like, and suddenly at age 42 with a wife and four kids, he was encouraged to take on a college course, "although I don't really need a degree to do my job (as education director)," he insisted. "But going to school provided me with perspectives other than the ones we hear and live with every day."

Education programs are nothing new to the UAW which provides scholarships for hundreds to study at the facility at Black Lake in Northern Michigan, to which, incidentally, Walter and Mae Reuther were flying when their plane tragically crashed. Workers wanting to broaden their knowledge of union procedures are invited with their families and there also are courses closer to home at Regional Centers which focus on advanced time study, effective public speaking and parliamentary procedures, labor history, and committeeman training for grievance handling.

The question arises about the expanded emphasis on education in the UAW. Bruno provided some additional insight.

"There are those who, now that we have the 30-and-out pension provisions in our contracts, want to prepare for second careers," he said, "and a lot of our skilled tradesmen who are retiring in their early 50's think in terms of becoming shop teachers," he added.

'The Shop Talk Changes' When Studies Begin

Bruno agreed that UAW members going into a college program are different than the usual student, but he insisted that instructors were shocked at the level of intelligence, at what "the guys were bringing into the program."

"They are strong on verbal skills and their experience tends to outweigh their lack of writing skills, although a lot of them have been doing a lot of reading," he said.

Bruno and others have seen UAW enrollments mushroom because of the word of mouth impact made when a fellow on the line suddenly starts talking to friends who may be in his class about some of the things going on in school.

"The shop talk changes," said Bruno, "and it gives those on the outside the idea that they too might want to get with it."

Then there are those who hate to be in auto plants, who want to move out, and those whose wives are doing the pushing.

"And then there are the fathers who figure that now that their kids are in school, they too can get back into it. It's a self-image thing, and there's a certain pride in knowing that your kid and family are proud of you for taking on the job of studying," Bruno added.

There's another side to that coin. There have been many examples, Bruno explained, of kids reforming their ways when they see that their "old man is going to school. Their attitudes change."

Integrating the Bureaucracy of the University

One of those spending a lot of time with the UAW groups has been Cindy Conway, another of those who have known Feinstein for a long time and in fact worked for him when she was a student at Wayne State. Cindy emphasized the need for counseling of workers coming into the college atmosphere because, she said, "So many of them are scared of going back to school."

For Cindy and Tony Guerriero, a student services coordinator, the job has been to "interpret the bureaucracy of the university" to the students. Guerriero himself comes from a strong union background. He worked at the Michigan Truck plant in Wayne and was a member of Local 900. In addition, he was working on a degree at University of Michigan-Dearborn. He has seen the UAW membership part of the Weekend College grow from 300 to more than 2,000, and he feels one of the biggest challenges has been to come up with "sympathetic instructors."

"They have had to learn to live with overtime schedules and changing shifts and also with the fact that most of the guys want to get down to brass tacks," said Tony. He smiled when he said that some of the instructors found that the men, unionists all, would stick together, no matter what against the instructor.

"They had to learn to deal with that sort of thing," he said. "You've got to have the heads of the people to teach them."

The logistics become a major headache. There have been cases where because of a shift change or overtime demands, a class simply decided to meet a couple of hours later or a class might go from morning to evening sessions.

A major contribution by the UAW has been the use of union halls for class meetings at no charge, and in fact there have been examples of industrial plants where space has been made available for the men to get together for their classes.

"It is not enough for people to have literal institutional access to the benefits of education ... They must have psychological access as well..."

THE SERVICES STUDENTS NEED

It takes something more than innovative academic approaches for a university interested in teaching those who have been out of the mainstream of education for some time.

Vince Bruno, a UAW official who not only helped to strengthen the Weekend College but used it to earn his own General Studies degree, made the point when he said:

"The university is right when it says it isn't denying an opportunity to anyone, but then it says, 'You do it our way.' I agree with the idea that the university should be reaching people where they're coming from."

But the need goes beyond the establishment of the innovative tri-partite delivery system of TV courses, weekend conferences, and small-group, weekly workshop type classes at convenient locations. Actually, it is also incumbent on the college to provide student services that make access easy since generally speaking that aspect is one of the most critical in expansion of adult education.

"Student services (in the Weekend College) is based on the philosophy that it is not enough for people to have literal institutional access to the benefits of education. They must have psychological access as well," says Tony Guerriero, who has devoted himself to making the student services aspect of the Weekend College experiment function.

Must Students Do All the Leg Work?

Guerriero then explained one of the problems with traditional approaches to support services for students.

"Traditional educational institutions, including programs theoretically oriented towards adults who are not part of the daily academic community, have operated with a passive idea of offering support services which require the student to do all the leg work," he said. "University recruiters go to high schools, but they do not go to factories and offices."

Guerriero went on to add that normally students "are dealt with as I.D. numbers with the registration office having no responsibility for information and the counseling personnel having no connection with registration."

"While these procedures represent merely a bureaucratic irritant to the young career student, they may serve as a final deterrent to the potential adult student, who also has a full range of responsibilities on the job, in the family and in the community. Combined with any degree of hesitation or resistance, they can be the deciding factor in keeping adults out of educational programs," Guerriero said.

The Weekend College effort tries to avoid such problems.

"In keeping with the philosophy that providing personalized education means meeting the personal needs of the students, the Program has evolved flexible and responsive service procedures which are focused on the student and accordingly, make few concessions to the usual bureaucratic notions of efficiency," he added.

Thus, coordinators provide all of the practical information and counseling needed by a student in regard to admission or registration, financial aids, veterans benefits and so on, and the coordinator practically becomes the university in the eyes of the students because he or she not only provides reliable information but in effect becomes the protector of the students' interests in the policies and practices of the Program.

The Broad Approach of the Coordinators

Coordinators are involved in all phases of planning and administration and tend to help keep the focus of the program on the student.

Guerriero uses the UAW experience "as the most illustrative example" of how this concept works. He explained:

"As a group, auto workers represent an area of need in terms of education for adults, and they also have an especially strong sense of distance from university life and therefore have developed a strong resistance to higher education.

"During the early days of the program, however, it became obvious that auto workers were responding favorably and that local union halls represented an ideal out-reach location for classes.

"The Program has much to recommend it to this group. The delivery system was easily adaptable to their needs, even with the added burdens of involuntary overtime and frequent shift changes...

"Throughout this early growth Student Services Coordinators worked closely with the Program faculty and administration on the one hand and with union leaders and members on the other. The result was that. . .the program became unofficially, in the eyes of the students, a joint effort between the university and the union. In terms of psychological access this meant that in communicating with the students it was never the university alone and within the union it was never from the top down. . .It was a community effort involving people and sites familiar to them, and the information and access was available through Student Services Coordinators sensitive to the needs of this particular group of students."

Guerriero made one final interesting point:

"Above all, in terms of staff, this experience of student services has shown that bureaucratic jobs do not need to be dull, frustrating or unfulfilling. They can be structured to allow for personal commitment and personal responsibility. The experience has also shown that this concept provides better service to the student and fulfills the university's goal in providing access to education for adults."

"I've gained a sense of freedom ...
mental freedom ... and the security that
goes with it ... I don't feel as locked
in personally as I used to..."

THE VIEW FROM THE STUDENTS' SIDE

By the time she had finished her first year in business school, Geneva Perryman was married, and seven years later she was giving birth to her fifth child.

It was hardly a situation that lent itself to taking time out for a college education, but now at 49 -- and seven grandchildren later -- she had just earned herself a Bachelor of General Studies degree from Wayne State University, graduating in the same class with a daughter.

"I'm the first of nine children in my family to earn a college degree," said Mrs. Perryman as we sat on the plastic-covered sofa in the living room of her neat bungalow. On the walls and on the various tables, there were scores of mementoes of trips that she and her husband had taken, but there was something more intangible that came out as she talked of her experiences in the Weekend College Program.

"It's a great thing," she said and then she added simply, "I did it for my own benefit."

Mrs. Perryman was one of the first 12 graduates of the unique Wayne State college, and she was able to maintain her working schedule with the Head Start program of Catholic Social Services while she did it. She had come to Detroit with her parents and brothers and sisters from Louisiana, and she was graduated from Northern High in 1944. One year later she was married, and now as she chatted with an interviewer, her husband who had just retired after 31 and a half years working at Dodge truck, beamed as he listened and finally interjected, "I'm proud of her."

'I Feel We Really Had to Work for It'

Like some others in the Weekend College, Mrs. Perryman had already had a small taste of college. She completed two years at Wayne County Community College and had made a tentative start in Wayne State's College of Education before taking advantage of the Weekend College program when it was started in the fall of 1973.

For her the television courses were ideal because she "enjoyed not having to go out of the house to school every day," and she felt that the Weekend conference concept was fine, but she insisted that "the quality of speakers" was critical. She felt that a weekend conference on China had been particularly outstanding -- and she never missed one.

How did she react to the charge by some traditionalists that somehow her degree might be tainted because it was not earned in the usual fashion?

"Look, I feel we really had to work for it," she said. "The problem is that a lot of people don't understand what the General Studies degree really means, but I figure I have a degree and that's better than nothing."

There was something special about talking with some of the people who had been pioneers in this innovative educational effort. Most of them understood that, and were ready to excuse some of the spotty performances at conferences and in classes to which they were exposed.

A Variety of Personal Values Involved

For every student, there were some personal values involved in making the effort for a degree under trying circumstances, but Irene Elizabeth Barton, who had to take a summer job after graduating from high school and was "never really satisfied" with what she was doing, gave one of the most perceptive explanations for her involvement.

"I've gained a sense of freedom -- mental freedom -- and the security that goes with it," she said. "I always knew I was lacking in something, but now I don't feel as locked in personally as I used to. I feel I can change jobs if I want to. Before, I figured I was stuck. Getting the degree has given me self satisfaction."

Mrs. Barton is another Detroiter who was graduated from Miller High School in 1949 and found that "there was no abundance of scholarships at the time," particularly for black students. So she went to work -- and it was comfortable earning money working for the City of Detroit as a community representative and being a volunteer in her church.

But then came a challenge at Civil Service.

"You're great," they kept telling her, "but if you only had a degree. . ." So she put in two years at Wayne County Community College and when she heard of the Weekend College she found her husband who himself has a master's and directs a boys' club, very supportive.

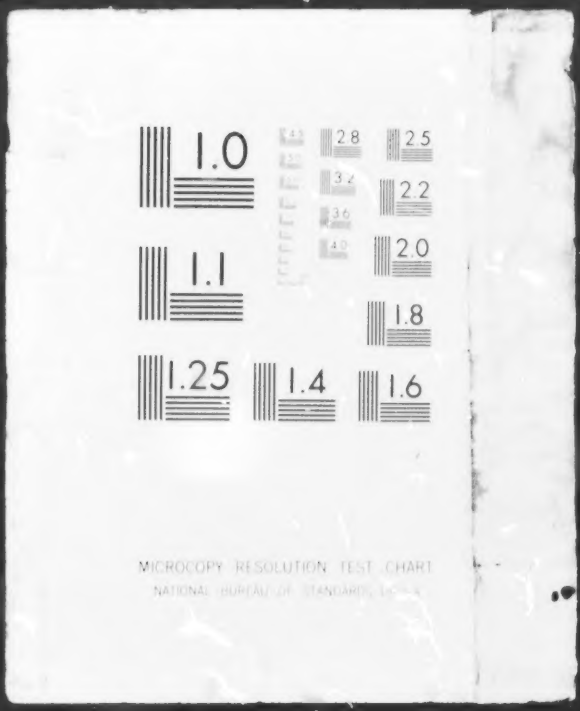
"He cooked the meals and looked after the children while I studied," she said, "and I found the Weekend College experience exhilarating because people assume you know something, that time has given you an added dimension."

Education Is Personal Interaction

For Mrs. Barton, as for so many others, one of the major attractions of the Weekend College was the students themselves.

"You meet a lot of people with varied experiences," she said, "and that's invaluable. There really are some fantastic people you meet -- and after all, personal interaction is education, a kind of research that broadens your interests, helps propel you along."

And how did she react to the delivery system?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NATIONAL BUREAU OF STANDARDS

Mrs. Talbert sees the possibility some day of putting together theory and practice and starting a counseling service of her own, but interestingly enough the economic pull is not always the most intense for students coming into adult education.

Some figures, based on a study made of students in the Social Sciences module, confirms that. About 150 of them were given a questionnaire in which they could express their motives for choosing the Weekend College and how the experience may have affected their lives or changed their motivation.

Tabulating Some Student Reaction

Statistically, this is how the answers came out:

When the 150 students (of whom 92 in the Social Sciences Department of US/WC replied) were asked their reasons for participating in the Weekend College, the responses were as follows:

Motive	% of Students Citing the Motive
a. Monetary-Immediate	38.6
b. Monetary--Future (get for job, promotion)	30.7
c. Self-improvement	44.3
d. Lack of self-confidence and desire for acceptance	10.2
e. Time, convenience	27.3
f. Need for degree	13.6
g. Other	12.5

Answers to another question suggest that nearly 40 per cent of the students have found some new motives as they have expanded their learning.

Expanding Motive	% of Total Expanding Motives
a. Self-improvement	38.7
b. New goals (education, career)	25.7
c. Social interaction	19.4
d. Disillusionment with education	12.9
e. Other	3.2

A question also was asked on how the impact of college has affected their personal lives, and the following reflects the areas as stated by the students, on which education had a favorable or unfavorable impact.

Areas of Personal Life	% of Total Favorable Responses	% of Total Unfavorable
a. Family	100.0	----
b. Job	92.9	7.1
c. Friends	83.3	16.7
d. Economics	87.5	12.5
e. Time	45.5	54.5

More than 50 per cent of the respondents indicated whether or not attending university affected their view of themselves.

% of Students With Different View	% of Students With Same View	% of Favorable Different View
96	4	100

One instructor asked his class, including members from various unions, essentially the same questions. It was interesting to note the candor and variety in the answers.

'The Need to Learn More ... and to See People'

From a married operating engineer with one child: "This is the easiest way for me to advance my education. Classes are close to home and work."

From a Chrysler worker: "I've been out of school 12 years and I felt I had need to get out and see more people and learn more about what is going on today."

From a Ford assembly line worker who was graduated from high school in 1966, married, and has one child: "I enrolled in the Weekend College for a chance to try to better myself educationally and I find this course helpful in learning from other people and their views."

From a veteran who worked on the line at Ford: "I'm attending school mainly because of the educational benefits. I do not plan on getting a degree because my time is running out on my benefits."

From a millwright at Ford Motor Co. who was graduated from high school in 1960: "I heard about the school from some friends at work and since I like to keep my mind active in some sort of education, I decided to try the program. I enjoy the program very much because of the informality of the classes, and the variety of subjects covered."

From an airline employee, married 10 years with two children: "I wanted a little better education other than high school. I did graduate from high school. This program enabled me to get a little more out of life than sitting home every day."

From a Dearborn City employee who has been out of high school for 18 years, is married and has 2 children: "Reason I went to College is to try to better my background educationally, to try to progress in events around me. The Weekend College is the greatest thing available to me."

From a Chrysler glass plant worker, 26, a veteran, out of high school two years, married and with two children: "I got in this program because I saw a good way to get an education and earn a little money. I figured that it was easier than a part-time job.

Another Chrysler glass plant employee, married with two children: "Why did I become interested in this program? The truth is, I became interested because of my local president."

A Detroit Edison employee, married with two children, graduated from high school in 1962: "I work shift work and was unable to attend college prior to this program."

A Ford millwright, married with one child: "I'm in this program for an educational background to improve my employment possibilities. I don't plan on being a millwright all my life."

And finally, a Chrysler employee, married with one child who was graduated from high school in 1959: "I'm in it for the money and to meet new people."

'Fulfilling an Incomplete Period in Life'

Beyond these statistics and statements, there were the testimonies of other graduates, ranging from Yvonne Price who called herself a "school junkie" to Monroe Molner who realized "there was an incomplete period in my life that I wanted to get fulfilled," who have given the Weekend College its special patina.

Molner recalled that he was working while going to high school and "used to fall asleep in classes." So he eventually dropped out, wound up in the Maritime service during World War II, met and married a Detroit girl, who later became a school teacher, and came to the Motor City to live. Molner is self-employed, operating a small agency.

"I had been to the Soviet Union and was impressed by the fact that everyone seemed to have a degree of some sort," said Molner, "and when I returned, I happened to hear a radio broadcast in which (Otto) Feinstein was telling about this new Weekend College concept. So I enrolled." Molner had had some college work

at Roosevelt University in Chicago in the 1930's and later at Wayne State and the University of Michigan extension program.

Molner found, as so many others have, that "you get out of the program what you put into it." The weekend conferences, he said, were "very, very rewarding" and the television courses were "excellent," although he realized that the production resources of some was not great. "But you did have experts that were not available in the classroom," he said, "and if you wanted to benefit from classroom discussion, you had to watch."

Molner and Ms. Price and Cleretta Blackmon, another December 1974 graduate, were impressed, as were many others, with "the kinds of people who came to classes."

"That was in some ways the most interesting thing about going to school," he said, "since everyone seemed to bring a variety of experiences and shared them with the class. The life experience that the class members had out of school made a great difference. And one other thing, I felt that since I was paying my own money, I wanted to get something for it. And a lot of others felt the same way, too."

'The Difference: You Want to Do It'

For Molner, the degree was a sign of "fulfillment," of being able to say that he had completed a job. For Ms. Price, 30, the experience was "for the pure sake of learning. I had fun in school," she said, "and I hated high school. I guess the difference is that you want to do it."

Ms. Price, who works for the Michigan Bell Telephone Company and whose husband is a supervisor at Chrysler, has two children, aged 6 and 9, and she says she would have been a nurse if she had gone on to college after graduating from Cass Tech in 1963. But after a couple of years at Wayne County Community College, she was married and after the children were born, wound up at Michigan Bell.

"One thing I realize now is that getting the degree helps to equalize my opportunities," she said. Additionally, she contributed another insight into the value of education when she said, "Going to school is my whole recreation, my social life. I'd rather go to school than anything."

For Mrs. Blackmon, the experience had some very personal aspects.

"It was something I always wanted to do since I was one of 11 children and my mother always had urged us to go to school," she said. Mrs. Blackmon was born and raised in Alabama, went to Lincoln University in Nebraska, married and came to Detroit where she began to study at Wayne State. Her parents were in the publishing business in Mobile, Ala., and she herself was interested in a career in office management, but the coming of children and a heart attack suffered by her husband caused a change in plans, and she became a key punch operator, and worked in a series of different jobs.

"My husband pushed me to get into the Weekend program," she said after he had undergone and recovered from open heart surgery, and she enrolled in the first classes. Incidentally, the degree also has meant an increase of $150 a month for her in her new job as disability examiner in the division of vocational rehabilitation of the Michigan Department of Education.

"I had to adjust to the program in the first quarter," she explained, "because I used to rush home to get my TV course, then have to prepare dinner. Eventually, I started getting up earlier in the morning and that worked out better."

Mrs. Blackmon made no bones about the fact that she "felt we had really earned the degree" when she was confronted with the reaction of some of the critics.

Molner also felt strongly about the effectiveness of the program. The weekend conferences, one of the most innovative parts of the Weekend College idea, he said were "just great." He agreed that they had been getting better as time went on and what he felt was important was that the conference "was an intensive effort. You really got submerged, really got into things."

"In addition, I think it's a very efficient way of studying because of the number of hours that we spent on weekend conferences (two a quarter) were equivalent to the number of hours a student attends a normal course, and you don't get bored because of the exchange of ideas (in workshops held in connection with the conference) and the fact that you get to know more people."

"I deliberately did not try
to emphasize the notion that
... going to school is going to
increase ... earnings capacity."

THE WAY IT WAS ... AT THE START

It was fortuitous that on that June day in 1973 when one man was about to call it quits, another was seeking to make a beginning -- and the result was that "never has anyone been in a position to do so much with so little for so many."

"I walked into Ron's office and told him, 'I'm going to quit,'" said Otto Feinstein in recalling the incident that led to giving him a chance to bring to life an idea for a school aimed at the working person.

Feinstein was a full professor at the time, aged 43, with 22 years of experience, and much a part of Monteith College, an experimental concept which had attracted him to Wayne State in the first place.

But that wasn't enough for Feinstein who had been involved in a multitude of activities at the academic and community level.

Ron Haughton, Vice President of Urban Affairs for Wayne State, had always been sympathetic to Feinstein's prayers. Just a few days before, Wayne State's Board of Governors had approved formation of the College of Lifelong Learning (CLL), and Haughton felt it was time for the university to reach in a meaningful way for a new clientele -- the working adult.

"The frustration of failing to get support for ethnic studies and worker education and at the same time the treatment of the Center for the Study of War and Peace, had led me to conclude that I would leave Wayne State," said Feinstein. So he dropped in to see Haughton on June 8, 1973.

"I raised the issue with him and asked how a university like Wayne State could ignore the key issues of ethnicity, labor and conflict studies, and he told me about plans for the College of Lifelong Learning and asked that I write a proposal for the program

I had in mind. This is the actual start of implementing the University Studies/Weekend College idea."

Bringing Working Adults to Equal Footing

Traditionally, the university had offered working adults credit and non-credit courses but tuition rates for the off-campus classes were higher to force them to come to the university and to live up to the traditional rules of the various colleges.

What Feinstein suggested, of course, was to bring the working adult into the university on equal fiscal terms with the just-out-of-high-schooler, with the proviso, however, that a new delivery system was needed to provide equality of educational opportunity.

Feinstein is big, bearded and looks a bit rumpled even on his good days, and always there seems to be a touch of sadness in his eyes and an occasional all-of-the-problems of the world tone in his voice.

"I begin to get irritated every morning shortly after I get up because I'm reminded that people in this world are having fights they shouldn't be having -- and there seems so little that can be done about it," he says, and then, reluctantly, he concludes, "but I guess something good does come out of bad situations."

Feinstein tends to remind one of the relative who came over from the old country which, it turns out, is understandable because he did come over from the old country in 1940, and all of that rare patina has not yet rubbed off.

And it is never likely to disappear, for if there is anything about which Feinstein is determined it is to encourage people to maintain and develop even further the culture they or their forebearers brought to America.

Feinstein's Jewish background and Austrian birth combine to give him a special sensitivity which he demonstrates in his feeling about ethnicity.

"Ethnic concern means that you're looking at where people are and who they really are," he insists, "and you generate some positive feelings so that people can get along instead of fighting. But mostly, I guess, being aware of your roots helps you better understand your own humanity and dignity."

Feinstein's commitment on this subject runs deep. He personally helped to establish the Ethnic Heritage Center at Wayne State, the Southeastern Michigan Ethnic Studies Association, and sparked the idea of a series of ethnic conferences that attracted widespread attention.

It is against this philosophical background that one can measure Feinstein's efforts to create the Weekend College.

The Early Days for Weekend College

At the moment that he walked into Haughton's office, his wife Nicki was in Vancouver where her mother had been hospitalized after a fall. Feinstein felt he had to be there, so in three days he put together (as requested) a paper outlining a plan for the University Studies/Weekend College (US/WC) concept, and headed for Vancouver.

Approval was given verbally, and Feinstein was urged to start the program that fall, although he had no students, no faculty and no budget.

Arrangements were made with the Center for Urban Studies for Feinstein to borrow $50,000, and it was understood that the Weekend College would retain tuition generated by the program, become self-sustaining over a five-year period. Haughton was in effect serving, at the time, as the agent for President Gullen and Provost Henry Bohm.

Four assumptions were made in the financial planning for the program which, it was stressed, should cost the university nothing.

In the first fiscal year, it would operate with the $50,000 loan provided through the intercession of Haughton and Dick Simmons, Director of the Center for Urban Studies. Another $125,000 was approved as a budget based on the projection of enrollment of 100 full-time students, and 400 to 500 students who would be taking only the television courses.

It was also agreed that expenditures for television production and equipment would be repaid to the university in three years, and that since the program was an experimental one to last five or six years, any deficits could be carried over until the final balancing requirement.

Obviously, the university was taking some risk in underwriting this program, but there were so many other offsets that Feinstein and his colleagues felt it was not really much.

Since Feinstein felt that the program could be supported out of tuition payments, he devised a system of controls which when fully implemented would have provided automatically for growth in the program, with teachers, a fixed number of aids, and other services provided based on the number of students enrolling.

It was his thought that this would be done automatically, without having constantly to review and to justify the hiring of personnel.

Students themselves had several sources of income to help them defray their tuition costs, and long range Feinstein thought of the possibility of a family tuition plan at a reduced rate depending on the number of family members participating.

"One of the functions of education is to create the means for stability in our society," said Feinstein. "With the TV and conference system, we can decrease average cost per student with greater numbers from one family but, most important, encouraging such participation would be a significant element in creating family stability."

Building Up the First Staff

Carter Stevenson, a young man whom Feinstein had met when they were involved in the Eugene McCarthy presidential campaign of 1968, came back from England where he was studying at Manchester University. He became associate director, with his primary task being to recruit students and handle their problems.

Michael Donofrio, another who had worked with Feinstein in ethnic programs, joined him because he felt strongly about the concept, and he served as production man, handling preparation of television production. In fact, he had already helped Feinstein put together some TV programs from ethnic conferences which became the basis for starting the television phase in social sciences.

Richard McMann, a student assistant at Monteith, a Vietnam veteran and a native Detroiter, handled coordination of instruction and other administrative duties with students and faculty, and like Feinstein, Donofrio, and Stevenson, also taught a class.

In those hectic first weeks, Feinstein also counted heavily on Carol Agocs, who had worked closely with him on many ethnic projects; Eric Bockstael, who had come to Wayne via Columbia University and France and would be a strong right arm in producing the unusual Faust course in the Humanities curriculum; Richard Place, a Wayne State history professor who would become Feinstein's associate, handling many administrative responsibilities, and Chris Johnson, and Alex Cushnier who taught and helped in other ways.

Add to this group, Queen Charlota Dooley, Feinstein's secretary, and the fact that they were working out of Feinstein's office at Monteith, and you have the staff, space and limitations under which the program was launched.

"Queen knew where I was at and set up the secretarial, information and recruitment plans in a manner that blew one's mind," said Feinstein. She also went out to talk to potential students.

"It was an exciting time because we were able to work as a group, make it a team thing," added Feinstein.

Epitomizing the US/WC Student

In many ways, Dooley serves to epitomize the need for and the success of the Weekend College concept.

She was born in Detroit, went to Northeastern High School, was graduated in 1951, and was soon working as a clerk-typist and married. In 1961, she took a temporary job to type the manuscript for a social science book at Wayne State, stayed on and eventually wound up in Monteith College as secretary to Feinstein.

By 1968, she felt the need for further education, started taking courses at Wayne and Wayne Community College and later was not only helping to run the Weekend College program but was also enrolled, working towards a degree.

"Everyone should go to school," she says now. "After 23 years of experience, I find I need a degree. You can't do anything much without one. With my degree, I hope to open some sort of girls home."

From her vantage point, she also had some comments on the development of the Weekend College.

"Growth was much too fast for the university to handle," she said, "and Dr. Feinstein's innovations in producing short cuts to handle contracts for faculty, buying materials and so on, helped. I'm aware of his aggressiveness and that he can maneuver, but it was needed. People are hungry for education, and it was interesting to notice that while many veterans came into the program for the money, they got stuck on learning."

Dooley sees a major development coming in the future. "I do think that Weekend College will give some credit for life experience. My life experience has taught me to listen more, to get a better view of government," she added. "But in the end, I also keep in mind my grandma's admonition. She used to tell us, 'All book sense and no horse sense. . .you still have no sense.'"

Recruitment Talk Reinforces the Need

When it came to recruitment, Stevenson who led the first effort, found out some things that were to reinforce the idea to focus on working adults.

"Working through the churches, for example, was a disappointing effort," said Stevenson, "but the workplace was much more productive because some people, at least, saw the possibility that they could increase the bucks they earned."

As he began to set up interviews for registration, Stevenson found that many women cried, that some men came in drunk. . . that in each case it was a reaction to the fear associated with the academic world.

"My approach was to try to make them understand that they might be underestimating their lives, that going to school could make life a lot richer," said Stevenson. "I deliberately did not try to emphasize the notion that everyone going to school is going to increase his or her earning capacity."

"I'd tell them that if there were any magic formula on increasing one's earning, let's say from $20,000 to $200,000, I'd be doing it rather than teaching."

Stevenson feels there's a particular unfairness in dealing with the working adult at the financial level. He said:

"Financial aids, scholarships and loans are set up for younger people, but no one ever thought that the father or mother might want to go to school, and that they're used to handling credit.

"I had one fellow say to me in a rather forceful way, 'Don't tell me I can't buy education the way I buy furniture at Hudson's' (a major Detroit retail store)."

Stevenson also probed for reasons, and got them, when he would ask what the potential student wanted out of his education.

"Most of them told me that, in effect, they wanted to understand life a little better, that they wanted to improve a little. Once you talked to them about their needs and explained how we could fulfill them, they began to say, 'I can do it.' It was dynamite," he added.

Stevenson said he also found that "peerage is the most reliable indicator of success."

"If you go to school with all newspapermen (he was talking to a newsman) you'll do better studying with them than studying with anyone else," he explained. "Putting working people together was a whole different atmosphere. People with comparable interests and comparable experiences relate better. The reality of the life a person lives is what counts. Bringing them all together for a university effort sharpens that reality for the working adult."

Stevenson, 30, himself is a Detroiter who was graduated from Cass Tech High in 1964, worked as a lettercarrier for the Detroit Board of Education while taking University of Michigan extension courses and eventually got a scholarship to and a degree from Mercy College with the help of the Urban League.

To set up this type of program, educators must understand that basic. . .is adoption of a theory . . .for institutional change.

THE WAY IT CAN BE ... IN THE END

One of his colleagues put it rather neatly.

"Otto Feinstein," he said, "is a once-in-a-lifetime guy. He's pretty humane, and he has an extended family of people who work for him or with him, and there always seems to be some sort of project that he has going or is trying to get started, usually from nothing.

"It's kind of odd, though, to see him out of the program now because no one has done so much with so little for so many and got more grief for it than anyone I've ever met."

Feinstein -- restless, imaginative, probing -- epitomizes some of the ferment that is taking place in the educational field these days. His Weekend College concept is an effort to provide a challenge and a solution for some of the problems that are perceived.

To begin with, Feinstein is deeply committed to the personalized approach to education, and he suggested that a study made some years ago and recently referred to in the Journal of the American Economic Association, delineates the problem.

'A Dollar Spent for Ignorance'

"The Study was designed to find out what students knew of economics 10 years after they had graduated, and it also tried to learn if there was any relationship between the form of instruction and the knowledge retained," Feinstein explained. "The study found that a significant group of students who had taken

one year of economics at leading universities in large lecture classes knew less economics than the control group that had never studied economics in college."

It was a puzzling finding, but Feinstein drew some conclusions.

"The implication is that every dollar spent for education was a dollar spent for ignorance," he said, "since if they hadn't gone to school, the clear indication is that they would have learned. But educators and legislators think that the mass-education concept is the best use of the education dollar.

"Now if such a finding had been made in any other discipline, it would have been checked out more thoroughly. But the finding has been ignored."

As Feinstein concluded:

"If you have the illusion that when you're eating hamburger you're eating steak, you're in trouble."

Feinstein spelled out another pitfall in mass education.

"If you have 300 students in a mass lecture class, you wind up focusing attention on the two guys who are doing work towards a doctorate," he said of the present system. "Classes are not geared to what every citizen should know about economics. What happens, in fact, is that the student in a large economics class becomes immunized to further learning while the guy who didn't take economics in college reads broadly, develops a better understanding.

"Much of this approach to teaching is caused by a reward system which is not based on one's effectiveness as a teacher. You get rewards for your judgment and research ability as evidenced by publication in journals and books. Since educators are trained that way it leads to a cafeteria of courses for students."

No Clear-Cut Lines of Authority Made

Thus, it is not difficult to understand how Feinstein came to his basic conceptualization of the Weekend College.

It was started, as has been outlined, with incredible speed.

While the concept itself rests on Feinstein's long-held beliefs, when he finally was asked to put it together, he had three days in which to detail a plan and then a few weeks in which to organize and launch the program. No clear-cut lines of authority were spelled out so we "established our own turf," as another colleague put it.

Inevitably, what Feinstein saw as -- and was -- a well-organized, well-thought-out plan for experiment in education, which should have had a life of its own, came into conflict with the slow-moving bureaucracy that generally exists -- and is to some extent necessary -- in a university.

Once given the signal to start, Feinstein moved quickly because he also is of the opinion that "if you're going to do something, do it," but he was soon concerned because he found administrative procedures to be akin to a religion and the chair of command a sacred thing.

"It was the lack of strategy for institutional change and the consequent lack of systematic support from the University's bureaucracy which was the key problem during the first two years," said Feinstein. "Had this problem been overcome we would have had 10,000 full-time students and the most smoothly functioning organization at Wayne State University, as well as the most exciting and high level intellectual environment."

What's Involved in Considering Change

It should have been a comparatively easy problem of institutional change.

First, the entire program was financed from tuition revenues which otherwise would not have been available to the university, and the Program's existence, thus, did not create competition with other units for survival, or even for scarce resources.

Second, there was no threat to any existing jobs, positions, authority, or units. In fact, the Program could relieve a wide variety of pressures by providing jobs for WSU graduates and for younger faculty whom other units wished to continue but couldn't due to the budget crunch, among other things.

Third, no other unit in the university was being asked to change its way of life or any person to change his or her view of what they should be doing at the University.

Fourth, there was no danger of upsetting the relation of the university with its environment, the general community, the special interests, or the elected officials. Actually, the Program generated the type of activity which strengthened the University's relations and prestige with these groups, and in such a way as to maintain its traditional autonomy.

Fifth, the Program was no threat to the University's prestige in academic circles. Actually, it created respectful interest not only within the State of Michigan, but nationally and even internationally, on a more widespread basis than most previous activities of the institution.

The change strategy needed involves strong administrative support for the program, combined with modest public relations support. Concurrently, an intensive public relations drive should be developed for other activities of the university, using the monies generated from the state for the general fund by the Weekend College program. Long cherished projects of other units of the institution could be pushed, making it clear where the resources came from and where they would be coming from in the future.

The second part of a change strategy demands a clear directive to all officials dealing with the program that this is a high priority item and that they are requested to help US/WC in any way possible. This should be followed by a series of meetings for further explanation of what is being done.

Ad-hocing it results in nearly every move becoming an unanticipated problem for the line administrators, and even though they may work hard to resolve these problems, the negative mood created becomes a major problem in itself.

For those wishing to start a program like US/WC, the Wayne State experience must be a critical lesson. There must be recognition, legitimacy, rules, and procedures, which are communicated by the authorities to all those with whom a program must work. There must be formulae which accommodate orderly growth and a strategy which has down-the-line administrative authorization and support.

Control and Educational Environment

The US/WC Program can be viewed as an educational environment providing educational services to students and intellectual activity for students and staff.

The inputs into this design are first of all the students, their families, communities, institutions and organizations; secondly, the faculty and staff, their families, community, and institutions; thirdly, institutions like TV stations, publishers, conference facilities, class locations, suppliers, and various units of the University. All these inputs must flow in a certain sequence and process to provide the delivery system and the curriculum. Being at the experimental stage, the system has to be adaptable and flexible in relation to its goals and the realities it encounters.

A control system which is imposed on this experimental environment has to be very carefully thought through if it is not to destroy the experiment itself.

Does the control system allow the people doing the job the time and authority to adapt and fine tune it?

Does it respect the personal trust relations which are key to building the environment?

Does it leave the people the resources and authority to deal with reality?

Does it expect that any experiment worthy of the name will uncover unanticipated forces and events?

Does it respect the self-esteem of those doing the job?

Does it respect the self-esteem of those doing the studying?

Is it built on an understanding of the structure and dynamics of the program it is designed to control?

If the answers to the above questions are not affirmative, then the control system itself becomes the biggest reality of all. It becomes the cause of most energy consumption for those trying to do the program, and the source of most problems for those trying to do the controlling. It slowly destroys the delivery system, the curriculum, the intellectual environment, and the people involved.

What perhaps is saddest of all, it prevents a painless adaptation of the university to the changing environment in which it must function and which it must serve.

But when all is said and done, a Weekend College Program exists, and only the future will tell if what has been described is nothing more than an institutional birth pang.

APPENDICES

To provide some indication of the scope of the courses provided in the Weekend College, the first part of this appendix lists courses, by name, for the three basic years of Social Science, Humanities and the Science/Technology sequence.

Included also are a breakdown of the various Conferences (Table V) held during the 1975-76 year.

An additional item (Appendix B) details a total budget for establishing a Weekend College program.

TABLE I - TV Courses (1975,76) Social Science

Ethnic Studies	Work and Labor	International and Domestic Conflict
Preview of the Course	Visions of Work	Introduction to the Study of Conflict
Basic concepts in Ethnic Studies	Tribal Society	Types of Conflict
An Ethnic View of U.S. History	Tribal Society	Sources of Conflict
Interview with American Indians	Peasant Society Asia	Processes of Conflict
America: Melting Pot or Pluralism	Peasant Society Europe	Dealing with Conflict
The American Indian in Michigan	Commercial Capitalism 1300-1700	Types of International Conflict
The French and Founding Detroit	Plantation Agriculture America	Pre-conditions to World War I
The English and Americans	Capitalism, science, Enlightenment	Pre-conditions to World War I
Migration to Michigan 1830-1870	The Craftsman and Change in Work	Pre-conditions to World War I
Migration to Michigan 1870-1970	Moral Economics and Work Ethic	The resultant international system
Ethnic Mapping of Detroit	Machine and Factory	Pre-conditions to World War II
Patterns of Ethnic Settlement	The New Industrial Society	The Escalation Ladder
The Process of Migration	Rise of Industrial America	The Character of World War II
Chain Migration	Revolt Against Industrialization	The Consequences of World War II
Strategies for Ethnic Geography	Mentality of 19th Cent. Capitalism	Possibilities for World War III
Ethnicity and Child Development	World Market and Cultural Contact	Types of Regional Conflicts
Psychiatry and Ethnicity	Effects of the Market System	Regional Conflict : The Middle East
Cultural Biases in Social Sciences	The European Labor Movement	Regional Conflict : The Middle East
The Greek Family	Scientific Management to Automation	Regional Conflict : The Middle East
The Greek Church and Community	New Workers	Regional Conflict : The Middle East
The Urban Ethnic Family	New Workers Move North	Regional Conflict : Expansion of West
Community and Institutions	New Workers Move North	Regional Conflict : Africa
The Community	The Labor Movement - Roots of AFL	Regional Conflict : Africa
The New Ethnicity	Transformation of the Labor Movement	Conflicts Within the Nation State
Workers and the Ethnic Factor	Transformation of the Labor Movement	Conflicts Within the Nation State

TABLE I - TV Courses (Continued)

Ethnic Studies	Work and Labor	International and Domestic Conflict
Elite vs Folk Culture	The Formation of a UAW Local	Types of Revolutions
Cultural Similarity and Difference	The Failure of Labor Radicalism	The French Revolution
Cultural Survival	The 1950's and the Labor Movement	The French Revolution
Universals in Folk-culture	Collective Bargaining Today	The Russian Revolution
History of Blacks in Detroit	Help from the Outside	The Russian Revolution
Stereotypes + Prejudice	The Boycott	The Chinese Revolution
Stereotypes + Prejudice	Political Avenues	The Chinese Revolution
A Divided Society	Workers' Lives	Latin American Revolutions
A Cultural Revival	Inside the Factory	Counter Revolution
The Irish in Detroit	Inside the Factory	Counter Revolution
The ADL	Sources of Stress: Race and Ethnicity	Communal Conflict
The Ethnic Parish	Sources of Stress: Race and Ethnicity	Communal Conflict: North Ireland
Urban Removal - Arabs of Dearborn	Sources of Stress: Race and Ethnicity	Communal Conflict: Cyprus
Delray - A Case Study	Sources of Stress: Women's Rights	Communal Conflict: Race in U.S.
An East Indian Family in Detroit	Sources of Stress: Women's Rights	Communal Conflict: Lebanon
Politics and Ethnicity	Sources of Stress: Age + Generation	Ways of Looking at Conflict + Violence
Politics and Ethnicity	Sources of Stress: Tedium	Roots of Violence
Politics and Ethnicity	Sources of Stress: The Machine	Human and Animal Research
Economics and Ethnicity	Worker and Worker Satisfaction	Individual Acts of Violence
Economics and Ethnicity	European Experiments	Crime in the U.S.
The Latino Community	The Japanese Way	Psychological Theories: Homicide-Suicide
The Detroit Armenians	The Chinese Way	Organized Crime: Structure + History
Social Science + Ethnicity	The German Experiment	Organized Crime: Dynamics
Social Science + Ethnicity	End of the Work Ethic : Gerstenberg	Legalization of Crime
Basic Concepts of Ethnic Studies	End of the Work Ethic : Woodcock	Political Assassination

TABLE I - TV Courses (Continued)

Ethnic Studies	Work and Labor	International and Domestic Conflict
An Ethnic View of U.S. History	End of the Work Ethic : Galbraith	Theories of Aggression and Frustration
Cultural Celebrations	An American Revolution	Experiments on Aggression
Cultural Celebrations	Expectations and Mobility	Demographic Data on Homicide
Scottish Highlanders in Detroit	Work and Identity	Group Conflict
Review and Conclusion	Review and Conclusion	Psychological Variables + Aggression

TABLE II - TV Courses (1975/76) Humanities

Quality of Life	Lives of Dr. Faustus	Shadows on the Wall
A Theory of Basic Needs	Introduction	Before the Movies
Concept of Self-Actualization	Faust: Truth or Fiction	Beginnings
The experiential Report	Faust: Truth or Fiction	Early Film Programs
Self-Actualization	1587 - History of Dr. Faustus	The Art of the Film
Quality of Life	1587 - History of Dr. Faustus	Film Language
The City, Source + Guardian of Culture	Pact and Damnation	Edwin S. Porter and the Story Film
Why Men Build	The Theophilus Legends	The Art of D.W. Griffith
The Ancient City	The Reformation and Faust	The Art of D.W. Griffith
The Modern Industrial City	Christopher Marlowe's Dr. Faustus	The Art of D.W. Griffith
Detroit	Christopher Marlowe's Dr. Faustus	The Genius of Charlie Chaplin
The Three Cultures: Folk Culture	Christopher Marlowe's Dr. Faustus	The Genius of Charlie Chaplin
Folk Culture: Where is it ?	Christopher Marlowe's Dr. Faustus	The Silent Western
Urban Folk Culture	The People's Faust: The Folk Book	Meet Mr. Ince
Folk, Classical, Mass Cultures	The People's Faust: The Puppet Play	Music in Silent Films
Urban Folk Culture + Quality of Life	Faust: The Art of Puppetry	Mack Sennett and the Fun Factory
The Three Cultures: Classical	Faust and the Folk Ballad	A Film Dictionary I
What is it ? Where is it ?	Goethe - a genius in his time	Early Animation
Kinds of Work	Goethe - a genius in his time	A Film Dictionary II
The Rivera Mural	Goethe's Faust	Great Silent Directors
Mexican Muralists + Public Art	Goethe's Faust	The Star System I
Public Art in Detroit	Goethe's Faust	The Star System II
Public Art in Detroit	Goethe's Faust	Buster Keaton
Public Art + the Quality of Life	Goethe's Faust	The Golden Age in Europe
The Three Cultures: Mass Culture	Goethe's Faust	A Film Dictionary III
What is it ? Where is it ?	Goethe's Faust	The Silent Horror Film I

TABLE II - TV Courses (continued)

Quality of Life	Lives of Dr. Faustus	Shadows on the Wall
Television	Goethe's Faust	The Silent Horror Film II
Mass Circulation Press	Goethe's Faust and the Arts	The Trick Film
Motion Pictures	Goethe's Faust and the Arts	Minorities in the Film I
Advertising	Goethe's Faust and the Arts	Minorities in the Film II
Summary of the First Six Weeks	Goethe's Faust and the Arts	Minorities in the Film III
Performing Arts - Taking a Role	Goethe's Faust as musical scenario	The Transition to Sound
Buffo the Mime	Goethe's Faust as musical scenario	Techniques of the Sound Film
Nowak and Harbinger Dancers	Faust Settings: Berlioz, Gounod, Etc.	Sex, Sin and Censorship I
Nowak and Harbinger Dancers	Faust Settings: Berlioz, Gounod, Etc.	Sex, Sin and Censorship II
Improvisation Music	Faust in America	The Art of W.C. Fields
Bach at Dun Scotus I	Faust in America	The Sound Horror Film
Bach at Dun Scotus II	Faust in America	The Man of 1,000 Faces
Bach at Dun Scotus III	Faust in the 20th Century	The Art of the Documentary I
Molson and Two Actors	Faust in the 20th Century	The Art of the Documentary II
Introduction to a Classical Artist	Faust in the 20th Century	Potemkin
The Classical Artist - Jesse Allen	Murnau's Faust	The American Musical
Albert Mullen	Murnau's Faust	The Animated Film I
Ken and Ann Mikolowski	Murnau's Faust	The Animated Film II
Esther Broner	Murnau's Faust	Color in the Movies
Bill Harris	The Faust of the 1950's	Theaters and Exhibition
A Look Into Joyce Carol Oates	The Beauty and the Beast	The Film Composer
A Look Into Joyce Carol Oates	The Beauty and the Beast	A Film Dictionary IV
Paul Freeman	The Beauty and the Beast	The Stunt Man
Eichele	The Beauty and the Beast	Women in Films
The Cultural Worker I	The Beauty and the Beast	The Sound Western

TABLE II - TV Courses (continued)

Quality of Life		Lives of Dr. Faustus	Shadows on the Wall
The Cultural Worker	II	Sympathy for the Devil	The Serial
The Cultural Worker	III	The Faust Legend - A Summary	Social Effects
Course Summary	I	The Faust Legend - A Discussion	The Screen Actor
Course Summary	II	The Faust Legend - A Discussion	Hitchcock
Course Summary	III	The Faust Legend - A Discussion	The Science Fiction Film

TABLE III - TV Courses (1975/76) Science/Technology

Energy, Technology, And Society	Sicence And Ecology	Values, Technology, And Society
Energy Shortage: Causes and Outlook	Nature: A Human Perception	The Utopia Game I
Energy in Motion	Pangenesis	The Utopia Game II
Chemical Binding Energy	The Cell	The Utopia Game III
Electricity	What is Living	Stone-Age Technology
Electricity	What is Living	Gribeauval Artillery System
Nuclear Energy	Mendel's Law	The Machine Image
Energy Conversion and First Law	Mendel's Law	The Machine Image
Energy Conversion Efficiency	Chromosomes and Inheritance	The Machine Image
Limits of Energy Conversion Efficiency	Genes are DNA	Technology and the Written Word
Efficiency of Energy Systems	Genes are DNA	Technology and the Written Word
Developing a Conservation Strategy	Lysenko vs Lederberg	Technology and Music
Conserving Energy Around the Home	One Gene - One Enzyme	The Birth of Research + Development
Energy Conversion and Urban Transport	One Gene - One Enzyme: Proof	Modern Research and Development
Energy Conversion and Rural Transport	The Double Helix	Technology and Minority Interests
Energy Conversion - Alternate Life Styles	Replication of DNA	Information
City Systems	Gene Regulation	The Future of Communication
Energy Flows in Nature	The Genetic Message	The Snowmobile Revolution
The Food Production System	Differential Gene Action	The Snowmobile Revolution
The Resource Production System	Differential Gene Action	Drought in the Sahle
Mass and Energy Flows in Cities	The Genetic Code	Drought in the Sahle
Energy and the Waste Disposal System	Protein Synthesis	Ethics of Energy Acquisition
Human Food Needs	Development	Technology and Cultural Traditions
Increasing Food Production	Development	North-South Transfer of Technology
Efficiency of the Food System	Cells in Action	The World Biosphere Reserve Network
Increasing the Food Efficiency System	Control Systems: Nervous Regulation	Marxism and the Environment

Table III - TV Courses (continued)

Energy, Technology, And Society	Science and Ecology	Values, Technology, and Society
Coal Reserves: Formation and Extraction	Control Systems: Hormonal Regulation	The Technological Revolution-USSR
Oil Shale Reserves: Formation/Extraction	Locomotive Patterns	The Technological Revolution-USSR
Synthetic Fuels	Brain and Behavior	The San Francisco Bay + Delta Model
Oil and Gas Reserves: Formation/Extraction	Antigens	Urban Modeling
Increasing Oil and Gas Production	Antibodies	Transport Modeling
Environmental Effects of Fossil Fuel	Cells of the Immune System	The Limits of Growth
From Coal to Kilowatts	Complement	The Limits of Growth
Environmental Effects-Fossil Fuel Plants	Antigen-Antibody Reaction	A Critique of Limits of Growth
Nuclear Power Plants	Hyper-sensitivities	Futures: Debates of the Past
Environmental Effects of Nuclear Plants	Auto-immune Diseases	Forecasting: Possible or Useful ?
Hydroelectric Power Plants	Bacterial and Parasitic Infections	Strategy for Tomorrow
Geothermal Power Plants	Virus Infections	Strategy for Tomorrow
Electric Power Transmission Systems	Tumors and Immunology	A Model for the Third World
Brownouts and Blackouts	The Theory of Evolution	A Model for the Third World
Energy from Waste	Unity and Diversity	Economics, Technology, Vulnerability
Breeder Reactors	Evolution: Genetic Drift	Economics, Technology, Vulnerability
Energy from Fusion	Evolution: Natural Selection	The Politics of Technology
Lasers	Physiological Evolution	Technology and Work
Laser Applications in the Energy Issue	Human Evolution	The Image of Work
Pro's and Con's of Nuclear Power	Concepts of Man	Technology and Mental Health
Solar Energy: Energy for the Future	Ecosystems	Technology and Mental Health
Direct Conversion: Sunlight to Electricity	Energy Flow	New Towns in France
Solar Heating in Homes	Cycling of Raw Materials	Ideology of Science
Heat Pumps	Water	Technological Assessment
Solar Heating with Heat Pump	Organisms and Environment	and Remote Sensing I + II

Table III - TV Courses (continued)

Energy, Technology, And Society	Science and Ecology	Values, Technology, and Society
Energy from Winds and Ocean Currents	Early Humans and Environment	Transformation of Scale
Economics of Energy: Oil	Freon and the Biosphere	The Technosocial System and Hierarch of Need Levels I + II
Economics of the Electrical Power Industry	Human Ecology: Water Pollution	Towards a Humanistic Systems View
Economics of Energy: Overview	Poisons, Pests and People	Towards a Humanistic Systems View
Energy Shortage: Policy + Perspective	Poisons, Pests, and People	

Table IV - TV Courses (continued)

Varieties of Man and Society	Civilization and the Arts
Max Weber's Protestant Ethic	Smile of Reason
Max Weber's Protestant Ethic	Smile of Reason
The Market in Literature	Arts and Politics
The Market in Literature	Only then Regale My Eyes
Comparison of Peasant and Market Society	Only then Regale My Eyes
Folk Protestants: Non-Market People	Worship of Nature
Summary of Market Society	Worship of Nature
Bureaucratic Planning Society	The Romantic Poets
Bureaucracy as Organization	Fallacy of Hope
Multi-national and International Organizations	Fallacy of Hope
Bureaucratic Rationality: Means vs. Ends	Fallacy of Hope
Bureaucratic Irrationality	Heroic Materialism
Socialization in the Suburbs	Heroic Materialism
Alienation	Historical Materialism
Bureaucratic-Planning Mentality	Introduction to African Civilization
Comparison of Market and Bureaucratic-Planning System	The Bow Civilization of Africa
Bureaucratic Planning Society in Literature	The glade Civilization of Africa
Bureaucratic Planning Society in Literature	The Spear Civilization of Africa
Summary of Bureaucratic Planning Society	The Grainery Civilization of Africa
Summary of the Four Societies	Urban and Industrial Civilization of Africa
Applications of Major Course Ideas: Colonialism	Body Art in African Culture
Colonialism	African Civilization
The French in Vietnam	African Civilization
he U.S. in Vietnam	Summary: Art and Civilization
South America : Economic Colonialism	Summary; Art and Civilization

Varieties of Man and Society

The Third World
Marginality
An Outsider's View of the Personal World
Skid Row
Skid Row

TABLE IV - TV Courses (1975/76) Summer TV Programs

Varieties of Man and Society	Civilization and the Arts (using Kenneth Clark's Civilization)
An Overview	Introduction to Civilization and the Arts
What is Human Nature	Introduction to Civilization and the Arts
Personal and Stranger Worlds	Frozen World
Metropolis and Village	Frozen World
Four Types of Society	Darkness and Light: Europe in the Middle Ages
Society Through Time	The Great Thaw
Tribal Society	The Great Thaw
Tribal Society	Romance and Realism
The Hunters	Romance and Realism
The Hunters	Romance and Realism
The Hunters	Man the Measure
Personal World View	Man the Measure
Contemporary American Indian Tribes	The Renaissance in Europe
The Cherokee	The Hero as Artist
The Ashanti	The Hero as Artist

TABLE IV - TV Courses - Summer TV Programs (continued)

Varieties of Man and Society	Civilization and the Arts (using Kenneth Clark's Civilization)
Ashanti and Cherokee Compared	Roots of a Changing World
Summary of Tribal Society	Women in Art
Peasant Society	Protest and Communication
Peasants and Tribals Compared	Protest and Communication
Sacred Authority	On Shakespeares World
China : Peasantry	Grandeur and Obedience
China : Elites	Grandeur and Obedience
Peasant Society Reviewed	Mysticism and Civilization
Vietnam: Ecology and Social Organization	Light of Experience
Vietnam: Formal Behavior -- Kin and Elite	Light of Experience
Peasant Peoples in America	The Birth of Modern Philosophy
Summary of Peasant Society	Music in the Pre-Renaissance Period
Market Society	Pursuit of Happiness
Early History of Market Society	Pursuit of Happiness
Early History of Market Society	Music of the Baroque Period

TABLE V - Conference Courses

Conference I - Fall	ETHNICITY, CLASS, AND POLITICAL BEHAVIOR
	Myth of the Docile Immigrant Ethnic Studies and Race Awareness Political Socialization and Ethnicity National Movements Among Ethnics Impact of Scarcity on Multi-Group Coalitions
	Film: "The Cool World"
	The Black Movement in the U.S. Native Americans Today U.S. Policy in the Middle East: an Ethnic Response Who Killed George Jackson Anti-Semitism in the 1970's White Ethnics, Racism, and the Shop Floor
	Film: "Fear Eats the Soil"
Conference II - Fall	ETHNICITY AND COMMUNITY
	Urban Sprawl and Community Development Effects of Decentralization on Community Control of Schools Greek Democracy as a Model for Community Ethnic Coalitions at the Community Level Community Development: The Art Center How Small Community Can Survive and How It Persists The Family as a Support System: Some Alternatives
	Film: "Eskimo Fight for Life" Film: "Yesterday, Today: The Netsilik Eskimo"

TABLE V - Conference Courses (continued)

Conference III - Fall	THE COMMUNITY AND INDIVIDUAL IDENTITY
	The Neighborhoods and How Individuals Use Them Film; "My Childhood: Hubert Humphrey's South Dakota and James Baldwin's Harlem" Where You Live is Who You Are Film: "The New Alchemists" The Commune as an Alternate Intimate Community Film: "The Hutterites" Film: "The Kubbutz" Growing Up in Chicago: A Profile of a 61st Street Greek American in Chicago Nature and History of Bigotry in the U.S. Film: "Bill Cosby on Prejudice" Biological Facts and Social Misconceptions of Race The Political Use of Prejudice Slide/Tape: "The Distorted Image" The Origins of Racism in the U.S. Film: "Putney Swope"
Conference I - Winter	THE CHANGING NATURE OF WORK
	The Ideal Type Peasant Based Society From Peasants to Proletarians Film: "The Dispossessed" Film: "The Corporation" The Nature of Bureaucracy Film: "They Want to Make Work More Human Again" Bureaucracy and the Survival of the Family The Corporate State in America Film: "Modern Times" Labor, Government and Community Organizations in Bureaucratic Society The U.A.W.: Then and Now Major Issues for Workers Today Film: "Joe Hill" Changing Workers' Attitudes: Some Recent Studies Changing Work Structures A New Role for Higher Education

TABLE V - Conference Courses (continued)

Conference II - Winter	URBAN RESOURCES AND SERVICE DELIVERY SYSTEMS
	Identifying Urban Resources
	Competition for Resources
	Creating and Organizing Resources
	Allocation of Municipal Resources
	Problems of Evaluating Urban Services
	Prospects for Service Improvement
	Possibilities for Major Structural Reform
Conference III - Winter	CHANGE IN EMERGING SOCIETIES: THE EFFECTS OF MODERNIZATION AND IMPERIALISM
	Film: "The Passengers"
	The Algerian Worker in France
	Subsistance Agriculture and Wage Labor in Honduras
	Film: "Blood of the Condor"
	Contemporary Struggles on the African Continent
	The Role of Women in African Liberation
	The Effects of Imperialism on India
	Film: "China Today"
	The Nature and History of Imperialism: European Expansion
	The Nature and History of Imperialism: African Case Study
	Film: "Who Invited Us"
	Film: "The Long Chain
	The Multinational Corporation
	The Energy Crisis
	Imperialism from a French Perspective
	Imperialism at Home: the Carrot and the Stick
Conference I - Spring	THE NATURE OF SOCIAL CONFLICT
	Film "Family Life"
	Social Issues and Violent Crime
	Social Issues and the Penal and Judicial System
	Film: "Saul Alinsky Went to War"
	The Use of Conflict for Social Change
	The Nature of Social Conflict
	Racism, Classism, Ethnicity and the Capitalist System
	Film: "The O.K. Classroom"
	Introduction to Transactional Analysis

TABLE V - Conference Courses (continued)

Conference II - Spring UNDERSTANDING THE TROUBLED ECONOMY

Characteristics of Contemporary Economic Problems
Conflicting Schools of Economics
Priorities and the U.S. Budget
The Role of the Arms Trade in International Economics
The Politics of Natural Resources
U.S. and Third World Economics
U.S. and the European Economic Community
Multinational Corporations
Restructuring the American Economy

Conference III - Spring URBAN CONFLICT

Dimensions of Urban Conflict
Manifestations of Urban Conflict
Film: "Decision at Delano"
Film: "Whisper of Descent"
Mediation and Arbitration Process - Labor and Management
Case Studies of Conflicts
Resolution Techniques
Collective Bargaining Simulation

Conference I - Fall POPULATION GROWTH: CAUSES AND CONSEQUENCES

Population Ecology
Population Dynamics
Film: "To Feed the Hungry Earth"
The Food Population Dilemma
Film: "Ecology: The Silent Bomb"
Natural Resources and Population
Film: "Boomsville"
Film: "The Little Big Land"
Population and Resource Management in Pre-Industrial Soc.
Film: "The City"
Population Growth in Developing Societies: The U.S.
Film: "The Tragedy of the Commons"
Population Policies
Film: "World Population"
Population and The Future

TABLE V - Conference Courses (continued)

Conference II - Fall	SYSTEMS AND ENERGY
	Group Reports
	Film: "Industrial Social Systems"
	Technosocial Systems, Energy, and Ethics
	Film: "What's the Energy Crisis All About"
	Technology, Human Values, and Transformations of Scale
	Energy: Power and Politics
	Power Generation: Assessment from an Environmentalist Standpoint
	Group Reports
Conference I - Winter	HEALTH, MEDICINE, AND SOCIETY
	Film: "What Price Health"
	Health in America
	Mental Health
	Substance Abuse
	Health and the Worker
	Health and the Individual
	Ethical Issues in Medicine
	Legal Issues in Medicine
	The American Health System
	Film: [illegible]ith all Pests"
	Comparative Health Systems
	Health Care Alternatives for America
	Group Presentations
Conference II -Winter	AGING AND THE END OF LIFE
	Film: "Who Shall Survive"
	Physiological Change and Cultural Significance
	Student Presentations
	Film: "The Resolution of Mossie Wax"
	Care of the Aged
	Film: "Comfort IN Aging"
	The Consequences of Retarding Aging
	Film: "To Die Today"
	The Medical Attitude
	Film: "The Right to Die"
	Euthenasia
	Student Reports

TABLE V - Conference Courses (continued)

Conference I - Spring	FOOD AND NUTRITION
	Group Reports - 10 Abstracts of all handed out
	Film: "Food for Life"
	Human Nutrition
	Roadblocks Faced by Urban People in Attaining Desired Nutritional Levels
	Film: "The World is Rich"
	Agricultural Technology
	The World Food Situation - General Outlook
	Film: "Corn Belt"
	Film: "Wheat Belt"
	Film: "Dairy Belt"
	Energy Efficiency in U.S. Agriculture
	Chemical Pest Control vs. Biological Pest Control and Fertilizers vs. Biologically Fixed Nitrogen
	Film: "Tomorrow's World: Feeding the Billions"
	The Role of the Animal in the Food Chain
	Film: "Rich Man, Poor Man : Food"
	Non-Technological Bases for Improved Agriculture
	World Food Situation: Now to 1985
	Film: "All the Fish in the Sea"
	Models of Food Self-Sufficiency on Local and National Scales
Conference II -Spring	THE IMPACT OF NUCLEAR TECHNOLOGY ON SOCIETY
	Public Opinion on Nuclear Technology
	Fundamental Properties of the Atom
	Medical Application of Nuclear Technology
	Pros and Cons of Nuclear Power Plants
	Film: "Fail Safe"
	The Impact of Nuclear Technology on Society
	Nuclear Technology and National Defense Strategy

TABLE V - Conference Courses (continued)

Conference - Spring CHILDHOOD AND IMAGINATION

Child Development: Theory and Practice
Theories of Child Development
Issues of Child Development
Film: "The Wild Child"
The Child's and Adult's View of Childhood
Children and the Poetic World
Film: "People Soup"
Film: "Childhood Memories"
Children and the Visual Arts
Survey of Children in the Visual Arts
Children and Painting
Childhood Project - Presentations
Childhood: Past, Present, and Future

APPENDIX B

On the following pages is presented what amounts to a model budget for the operation of a University Studies/Weekend College Program.

The assumption is made that US/WC would support its own TV production and other elements of the superstructure. This model could exist totally within one institution or be a consortium of several institutions within a given geographic area.

The key assumption here is that there are 5 local units, each offering the first 3 years of the program, and 7 users of the TV series (in addition to the 5).

The simplest way to describe this structure is to start with a model budget, which will indicate not only all of the activities and personnel involved, but the costs in 1976 dollars. That is spelled out in the following pages.

BUDGET: non-TV

Income

Savings realized by having 5 modular units using all 12 courses (previous cost $22,000)		$264,000
Tuition Revenues Net Increase by increase of each module by 3 groups, from 160 to 214		
54 students x $1333 (12 mos tuition)	$71,982	
minus staff costs*	59,600	
5 units x 3 modules	12,382	185,730
TOTAL INCOME		$449,730

* 3 part-time faculty for 12 mos @ 7,200	21,600	
1 student services ($14,000)	1 ,000	
1 communication skills	1 ,000	
1 secretary	8,000	

Expenses

Budget and Personnel		
Staff Person	12 mos.	20,000
Bookkeeper/Secty	12 mos.	10,000
Supplies, computer time, phone, mail, etc.		5,000
Research and Intellectual Life		
Staff Person	9 mos.	18,000
Secretary	12 mos.	9,000
Supplies, computer time, phone, mail, research speakers, travel, newspaper		40,000
Megahertz Broadcast System		
Staff Person	12 mos.	20,000
Secretary	12 mos.	9,000
Part-time Technicians, Equipment, Receivers		144,730
Student Activities and Communications		
Staff Person	12 mos.	20,000
Editor (also writer for TV, etc.)		16,000
Funds for paper, radio, TV, meetings		9,000
Ombudsman and Governance		
Staff Person		20,000
Secretary		10,000
Supplies, internal newsletter		20,000
TOTAL EXPENSES		$449,730

This structure requires 5 units offering the first three years with 218 students in each of the three years per unit, resulting in 15 modules. The total enrollment would be 3,270 requiring 1,090 new entrants per year plus enrollments to compensate for the drop-outs. This enrollment would provide the funding for the total super structure. Given a three-year development period all 5 units could be developed out of one major university located in a big population area.

To fund the TV production and distribution system an additional 7 units each offering the three years, or 21 modules at 160 students per module, or 480 students per unit, would be necessary.

If these 21 units were located in the same broadcast area some $462,000 ($22,000 x 21) would be saved from broadcast costs.

Given the increase in size of module to 214 students from 160 students there would be an additional net income of $260,022.

One could envision one major university and seven community colleges and/or smaller four year institutions functioning as a consortial system in each major population center of the U.S. Adjustments would have to be made for tuition differential between various institutions and a collective recruitment and financial aids structure developed. Each consortium of 12 units would have 7,848 twelve credit hour per quarter students, excluding those in advanced studies.

It is our estimate that over the next three or four years such consortia could be developed in 10 population centers of the United States, providing for an annual enrollment of some 78,480 new students and the employment for 1,440 full-time faculty, 360 communication skills personnel, 360 student service personnel, 360 secretaries, and the support personnel necessary for each of these 10 centers. In addition, institutions of higher learning and public broadcasting would be major beneficiaries.

Once this structure is operational, a wide variety of family, adult, and continuing education activities could be developed to service this new clientele.

Optimally this system, in a number of years, could make higher education part of the working class culture of the United States. The 3 financial elements necessary to accomplish this would be:

1. An increase and continuation of VA Benefits and company and agency rebates;

2. Funds for a planning, consulting, and evaluation center for this 10 city network;

3. And a form of bank which could provide starting-up loans for those wishing to embark on this venture.